SAFETY

Two Sections · Section One

EDITOR'S NOTEBOOK

Monkey see, monkey do. It may be an old one, but only because it has stood the test of time. And the persons who quote it usually refer not to monkeys . . . but to you, and me . . . and to the "little monkeys," aged five and up, who people the school world and make its daily labors worthwhile.

Last winter, inspired by a suggestion from the authors of our elementary lesson units, the National Safety Council picked up the "monkey see, monkey do" idea, made it the theme of the current elementary poster series. If you'll peek now at the poster enclosed, you'll see what we mean.

You and your school children may expect to meet this bright-eyed marmoset often in the months ahead. Once every 30 days, September through May, he will display the happy results of safe childhood adventure . . . or the opposite effect when safe principles are carelessly forgotten.

Will your school children appreciate our safety monkey? Will they ape his actions, thereby carry out the lessons of safety education? We hope so. A test run on school children in one city in Michigan last spring proved his popularity there. And, frankly, we've become fond of the little fellow ourselves, think of him now as having a personality all his own. *He ought, we feel, to have a name!*

Would your school children like to name our monkey? We do not suggest a contest. There will be no prizes, per se. But we have in mind a naming period . . . *the dates still to be announced* . . . when *Safety Education* Magazine will accept suggestions for a name for our safety simian. Any school youngster, aged five through 12, will be urged to send in as many names as he likes during this "name the monkey period." And the best name, in the opinion of the judges, will be published in the magazine, along with the picture of the youngster (or class) who sent it in, plus that of his or her teacher.

There'll be more about this "name the monkey period" in future issues of this publication. Watch for the rules; tell your youngsters about what's coming. *Do not suggest they send in names as yet.* But *do suggest* that the youngsters pay particular attention to each poster as it appears, start thinking now of short and catchy names which typify our monkey in action. The *Safety Education* monkey needs a moniker; one of your youngsters may well be the one who names him most aptly, thus gains nationwide recognition for himself and his school.

Meanwhile, there is more to this issue than monkey business. But all the features follow naturally from the title of the first: "Let's *Do* More" . . . about the safety of school children. So, welcome back to school and to *Safety Education* Magazine. We'll greet you monthly through May, each time with more ideas on how you can achieve that something more in safety for the youngsters of your school community.

Alice Carlson Robison

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A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Alice M. Robison, *Editor*

H. W. Champlin, *Advertising Manager*

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Let's Do More

. . . about their safety

A NEW school year has begun and millions of boys and girls are now traveling daily to and from school. To many of these children school is a new experience. It will mean excitement, uncertainty and, in some cases, diffidence. Thoughtful school administrators and their staffs will plan carefully to give these entering pupils assurance, confidence and protection. During the opening weeks they may well give special instruction, during the school day or just before dismissal, in safe practices for pupils going to and from school.

Children will be returning to school rooms like this one all over the nation this month; they and their parents should feel that the school offers a safe environment plus adequate instruction for safe living.

As the agency which aims to teach people to "do better the things they will do anyway," the school must be expected to fulfill a key role in safety education, says . . .

Claude L. Kulp

Supervisor, Experimental Program For the Preparation of Elementary Teachers
Cornell University

With acknowledgment of assistance provided by Dr. Ellis H. Champlin of Springfield College and Maurice G. Osborne of the New York State Department of Education

Not only children but parents too must feel that school offers security and freedom from danger. The administrator's first concern, therefore, will be to work closely with his entire staff in providing a safe school environment. While improvements in building construction, heating, lighting, equipment and maintenance have eliminated many hazards, in the final analysis safety in school depends upon human management. A safe environment is an orderly, regulated environment. It is important that movements of classes and use of rooms, blackboards, stairs and movable equipment be systematized

and that pupils understand and obey the procedures that have been established for their protection.

But is it enough for the school merely to provide a safe environment? Or should it concern itself with the habits and practices of pupils both in and away from school? Accidents kill more children than any single disease. And among adults the shocking toll of casualties has been attributed to inadequate habits and attitudes developed in childhood. Should not the school educate children for safe living?

The tremendous accident toll, and the enormous economic losses which result, has aroused the efforts of many agencies. Society cannot and does not expect the school alone to solve this problem. But the school is, after all, the community's most effectively organized instrument for educating young people, and, as the agency which aims to teach people "to do better the things they will do anyway," it must be expected to fulfill a key role in safety education.

Too often safety education is misunderstood. It is not and should not be negative in its approach. It is not an education of "don'ts"; and when carefully administered, it does not dwell on fear psychology. It does not attempt to take from life the spirit of adventure and daring. Safety education, when properly understood, is positive and constructive.

Commander Richard E. Byrd once wrote, "By careful planning and by taking no unnecessary chances my men and I have lived to enjoy the hazards and thrills of adventure and discovery. We found adventure only by planning for safety as far as possible." It is such habits of foresight and precaution that safety education seeks to inculcate. In short it strives to bring more order and intelligence into our daily activities so that people may enjoy the adventure of living. It makes for physical and mental well-being.

Because safety education cuts across conventional subject lines, too often it is left to incidental teaching or to teachers of subjects in which safety is a factor, such as driver education, physical education, shop or science. While incidental teaching has unquestionable value, important skills, habits and attitudes are best developed through planned continuous instruction. Safety instruction, if it is to be effective, must continue throughout the child's school career. Sporadic safety lessons have very little value.

In physical education and shop the safety instruction prepares for certain types of controlled situations. While driver education deals with situations that are to some extent uncontrolled, it concentrates entirely on traffic safety. It is folly to assume that a person trained in traffic safety will exercise caution on the athletic field. There is urgent need for organized instruction in general safety as well as in safety related to specific fields.

To improve the program of safety education, administrators may wish to form in each school a committee consisting of staff members and, as needed, representatives from the community. A responsible, interested member of the faculty should be chairman or coordinator. To be sure, administrators will want to meet regularly with the coordinator or with the committee. County sheriffs, city, village, town and state police and municipal officials stand ready to cooperate in an advisory, supporting and protective capacity. The aid of other organizations such as mothers' clubs, parent-teacher associations and other community agencies interested in safety should be enlisted.

The committee may study the community's accident situations, seasonal hazards and the needs of the children. Urban communities, for example, have different accident problems from rural areas. The committee may also consider what type of safety instruction should be given at each grade level; what should be taught incidentally; what instruction may be given through homerooms, assemblies, clubs and extracurricular activities; what should be integrated with other subjects and what shall be taught directly.

Precept is paramount in safety education. Instruction in sitting in a chair properly will be unavailing if pupils see the teacher leaning back with the chair perilously balanced on two legs. It has been said that attitudes are caught, not taught. We have abundant evidence that knowledge of correct procedure is useless unless it is accompanied by a desire to follow the correct procedures and, above all, by an opportunity to practice it.

Instruction in safety must also consider the age and stage of development of children. Little children must have protection. Emphasis for beginners should, therefore, be on personal safety. This gradually broadens into responsibility for the safety of others. By early adolescence safety education may deal with school and group safety problems which junior high school pupils may help solve. Senior high school pupils may consider vigorous programs for promoting their own safety and the safety of others in the community.

"seeing" the neighborhood

by Judy Henningsen
Third Grade Teacher
Alameda School
Portland, Oregon

It is often suggested that safety be incorporated into or planned to grow out of discussion of other school subjects. Have you ever considered that learning in other fields might, conversely, grow out of what starts out as strictly education for safety?

In Portland, Oregon, this month third graders of Alameda School will learn about the safest way home, with much of their learning going on in the classroom. How they will do this . . . and how their study for safety will lead them into discussion and discovery of other interesting subject matter . . . is described here by their enthusiastic and imaginative teacher. The safety unit she outlines is one you might well pick up and use as is.

The Editor

SUPPOSE for a minute that you are an eight year old and that you live in Portland, Oregon. You don't know it, but as you return to school and your third-grade world this month, you face a problem.

Your problem? To find your way around Portland, the largest metropolis in your state, a city of some 66 square miles and 375,000 population. For the third grade social studies plan laid out by your school administration intends that you be acquainted with your city, its street plan, its industries, government and parks. It happens that along the way you will not only discover quite a bit about street safety but also you will be drawn naturally into learning in many fields.

How will all this happen? Just as it happened to my third grade youngsters last year. Then we began by studying our immediate neighborhood or school district, an area already familiar to the children. We made a large map showing the school district. With this map as a guide we discussed where each child lived in relation to our school.

About this time the American Automobile Association film, "The Safest Way," was projected in the classroom. It proved an excellent stimulus to further study. In this film the children illustrate the streets in their school district and solve the problem of the safest way home for each child. Our children were very impressed by the similarity of the action in the movie and their own class discussion; they began thinking about their safest ways home. They pointed out the busy intersections in our neighborhood, reviewed their relationship and that of the school safety patrol to the larger, more inclusive problem of all safety.

There is, we discovered, a rich source of safety material in a number of our third grade books: *Keeping Fit for Fun,* by Irwin, Tuttle and Kelver (Lyons & Carnahan); *Health Secrets,* by Charters, Smiley, and Strang (Mac Millan); and *Growing Big and Strong,* by J. Mace Andrews (Ginn). Besides this reading, last year we took a walk around the neighborhood. The youngsters saw the different traffic signs on the street alongside the school, decided to draw them for a bulletin board display. They drew and cut out an octagonal stop sign, a traffic signal light, and others.

While discussing the meaning of the various traffic signs for us as pedestrians, as well as the

The "why" of using arm signals . . . on bikes now as well as in automobiles later on . . . grew out of a "seeing our neighborhood" unit in this Portland, Oregon, third grade school room. The map on the right and the desks bearing house numbers were all part of the complete project described on these pages.

meaning for drivers, the children moved naturally to a discussion of the similarities between certain rules for driving and those for riding bicycles. The "why" of staying in the right lane and the "why" of using arm signals were part of this discussion; as a result two children made a chart of arm signals for turning. Then from the general idea of safety, the children branched out to relate their study to the neighborhood unit as a whole in the areas of science, language arts, music, arithmetic and social studies.

During their walk around the neighborhood the children had noticed street signs and house numbers carefully. They discovered that letters on street signs indicated in which section of Portland they lived. They learned that the first two numbers of a house number were set up to indicate how far a house is from a dividing street, while the last number would indicate whether the house is located on the odd or even side of the street. The more they studied their neighborhood, the more interesting it became to them. So they decided to make the classroom over into a small part of the school district.

Arranging our tables so that the aisles were streets and avenues near the school and placing two desks side by side to represent Alameda school, the children then assigned house numbers for everyone. Thus we made our "pretend" situation as authentic as possible. And whatever we learned in our classroom situation we applied to personal situations. For example, we wrote letters to each other using the house numbers, and discussed the importance of clearly and correctly addressing the envelopes.

The children decided also that it would be fun to construct street signs. A model street sign was built for us by the arts and crafts instructor. Before we could build our own, however, it was necessary to understand linear measurement so that our stand and baseboard would be the correct size. This activity correlated to third grade arithmetic.

To approach the problem of linear measurement, we made our own 12 inch rulers. We divided a piece of oak tag the size of a 12 inch ruler into its 12 parts. To understand the parts of an inch, we divided each inch into one-half and each half into two equal parts to make fourths. The children noticed that the line for one-half was the same line as two-fourths. Thus simple fractional parts presented themselves and we took time to discuss them. After we had reviewed the yardstick and understood its parts, we were ready to begin construction.

Here, too, safety entered in. For safety is by no means a limited subject. It applies in some sense to everything we do. And a good part of safety is common sense. In class discussion the children shared ideas to make some "common sense" safety rules about construction, the use of the saw, hammer, chisel, and the like. (These rules could be made into an attractive experience chart and placed near the construction area, as a constant reminder.)

Our room began to look more like the neighborhood with the added street signs and any

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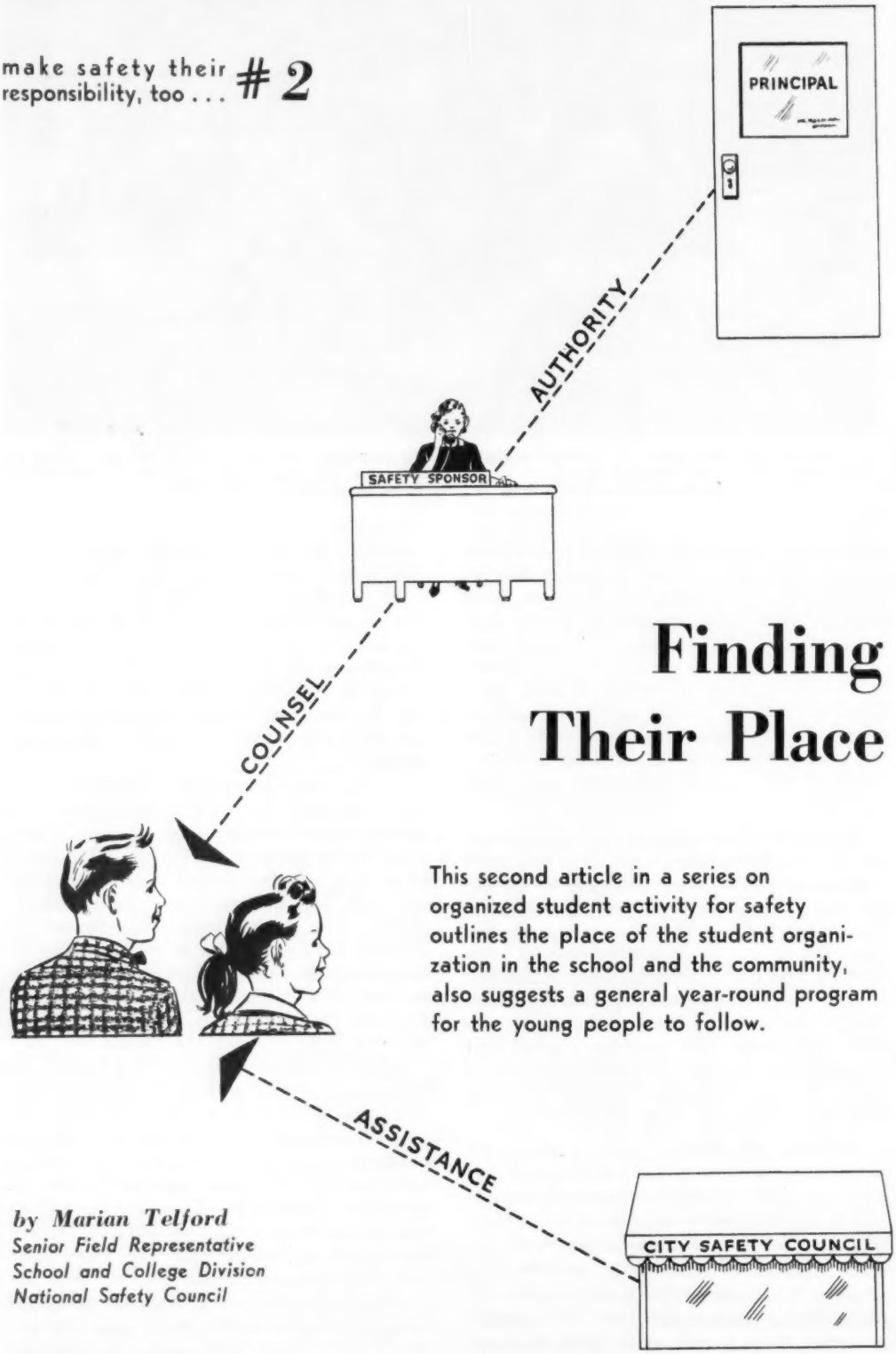
make safety their responsibility, too . . . # 2



Finding Their Place

This second article in a series on organized student activity for safety outlines the place of the student organization in the school and the community, also suggests a general year-round program for the young people to follow.

by Marian Telford
Senior Field Representative
School and College Division
National Safety Council

DURING 1953 there were 95,000 persons killed in America in accidents which need not have happened. During the same period 9,600,000 other persons were injured.

Of even more frightening interest to school teachers and administrators is the knowledge that accidents ending in death for school children failed to decrease while in the pre-school group, 0 to 4 years, the death total went down 2 per cent.

The natural reaction to such figures is: somebody should do something about this awful waste of human life. The answer is that a good many somebodies have been trying to do something about the problem for the past 40 years. Their efforts have reduced the over-all accident toll to some degree. But the daily battle against the hazards which combine to create accidents continues. *It will only become more effective as it enlists more volunteers from among the very persons it hopes to protect.*

The student safety organization of a school provides an opportunity for students to do their share in eliminating the possibilities of accidents. Moreover student safety organizations offer an opportunity for young people to work for safety not just as individuals but rather as a unit . . . and as a unit which has a role in over-all community and national drives for safety.

Recently we outlined for you why a student safety organization is worth establishing in a school and how you might proceed to set up such an organization. The natural next questions in your mind may be: where does the student safety group fit into the total school program? What is its relationship to city safety groups? And what kind of a program can this student group carry out?

Where does the student safety group fit into the total school program? At exactly that point and to exactly the degree that the wise administrator plans it to fit. For the student safety organization represents all students. But if properly set up (as previously outlined), the group also represents the carefully outlined policies of the school administration.

Actually, the school safety organization functions by delegated authority in the areas in which the school administration is willing for it to operate. Since the school administration is responsible for the safety of the pupils entrusted to it, in formulating a safety organization a wise administrator will delegate only such powers as the new student group will be able to discharge successfully. Later, when the new group has demonstrated its ability to handle its initial powers, additional powers might be granted. And if such an arrangement is worked out and fully understood from the outset, no group of students is likely to assume that it has or should have independent powers.

It will be logical for a student safety organization so established to submit its plans for specific activities first, to the faculty adviser assigned to it, and through that instructor to the school administration . . . before such plans are announced to the student body or put into practice. At the same time, to increase pupil satisfaction with the organization and to develop leadership ability, the wise administrator will be more than willing to give the student safety group every opportunity to try out any feasible plan.

Should your new safety group supersede or compete with other service groups already existing in your school? Not at all. Rather it should seek to coordinate the safety activities of the curricular program, the social and political organizations, and other service groups.

As a service group itself, the student safety organization should have no social or political ambitions. The success of its program will depend to a large extent upon the ability of the officers to keep the organization non-partisan. If membership in the organization is dependent upon social standing or acceptance by a particular "clique," it is to be expected that student cooperation will be along partisan lines. But care in establishing the organization and proper guidance by the faculty adviser can keep your student safety group free of social problems.

Another mistake that many groups make, and which the faculty adviser can help your students avoid, is that of not working through authorized channels of authority. The reason may be lack of knowledge of what these proper lines of authority are. Or it may be failure to realize the "public relations" importance of the procedure.

For example, as we have already mentioned, most student groups recognize that programs affecting the entire school should be approved by the principal. But sometimes, through negligence or oversight, student groups fail to secure permission of a department head before asking the aid of a faculty member in that department. In other instances, groups fail to get the approval of the building custodian to use certain materials or rooms. Another serious mistake is that of asking someone other than the president of a student organization to commit that organization to a certain course of action. And school groups have occasionally enlisted the coopera-

tion of a fireman or a policeman before first consulting his superior.

What about cooperation with city safety organizations? Such cooperation is quite feasible; in fact, if your community has a local safety council or similar organization, the students may expect to receive many kinds of assistance from their elders. Once your school safety group is functioning, officers should communicate with officials of the city group, ask about the local program and what part they might play in it. In return the community group will

A chart like this one on the wall of the student safety council meeting room will define areas of action, serve as a reminder of where special attention may be needed.

be glad to extend guidance and support to students in working out school safety programs.

Your school, for example, will want to participate in annual Fire Prevention Week in October. But students will want that participation to be at their own level, and to fit into their own school program. Most city safety organizations will be happy to help students work out a fire safety activity. In fact, the work the students do for fire safety education at school among their own fellows can be one of the more effective phases of the city-wide fire safety campaign.

A safety program for any school must be developed by that school to meet the needs of that student body. No plan operating in any one community is likely to be entirely suitable for a school in another community. The needs of the particular school and community must be determined by survey and analysis. (This, in fact, should have been done by school administrators before the school safety organization was ever established.) Safety resources peculiar to the individual school must also be ascertained.

You and your students might, however, take some general suggestions for your school safety program from the monthly themes of the lesson units published by the National Safety Council. A brief circular outlining these topics for the current school year is available from the School and College Division of the Council free of charge. This circular will also indicate how you might, via the Council's low cost lesson units and posters, correlate classroom safety education with the monthly endeavors of the student safety organization.

The following seasonal outline of activities shows how a year-round safety program might be developed in your school; it is general enough to permit much local adaptation to fit your student needs. But whatever the plan for the year, final decision on the program of action should rest with your student organization.

SEPTEMBER
- School and bus patrol

OCTOBER
- Fire Prevention

NOVEMBER
- School Building and Grounds and/or Firearms

DECEMBER
- Home Safety (Christmas Plans)
- Part-time work safety (Christmas vacation plans)

JANUARY
- Winter sports

FEBRUARY
- First aid

MARCH
- Home inspection

APRIL
- Athletic fields (secondary)
- Playgrounds (elementary)

MAY
- Bicycles and roller skates

JUNE
- Summer sports

This planned program need not end with the close of school. Particularly in communities where there is summer school or where young people stay in their home community during much of the vacation period, summertime safety programs may be planned in advance to be carried out by the school safety organization standing committees . . . or by special summer program committees. Such activities could include programs to coincide with Farm Safety Week every July, water safety campaigns, and the like.

In the next article in this series we will discuss what committees may be most helpful to carrying out your student safety program, add some information about the frequency and type of meetings.

America's combined effort to reduce accidental death and injury in the nation's workplaces was given new stimulus early in May when 3,000 leaders from all parts of the country gathered at Washington, D. C., for the President's Conference on Occupational Safety.

Visiting representatives of management, labor and government first listened to a plea by President Dwight D. Eisenhower to "stop accidents among our people." Then, following three days of intensive discussion, they gave expression to their joint findings in a Comprehensive Action Program, designed to achieve practical application of the Conference recommendations.

Technical and administrative committees of the Conference met the day before the Conference opened. Based on their reports the Coordinating Committee made seven major recommendations. One asked for:

"Active promotion of safety education at all levels of the educational system and in the plants. . . ."

So that educators might have fuller understanding of the deliberations of the Committee on Education of the President's Conference, we asked William N. Cox, Jr., its chairman, to prepare a summary of that committee report for this issue.

—The Editor

Education asks for . . .

Action

a report from the President's Conference on Occupational Safety

by William N. Cox, Jr.

Professor of Safety Engineering, Georgia Institute of Technology, and Chairman, Committee on Education, President's Conference on Occupational Safety

"DURING past Conferences extending back several years, there has developed a comprehensive list of sound recommendations for safety education. The great need today is for action on these recommendations, as little has been accomplished toward their implementation."

This conviction re-echoed throughout the sessions of the Committee on Education and, in fact, seemed to be heard wherever a few members of the Committee chanced to meet. Typical of this reaction are the recommendations calling for a national steering committee for promotion and general program development of school shop safety, and state-wide school shop safety committees in each state. These and other recommendations should be implemented without delay if safety education is to continue to progress.

There was general agreement that the conservation of life, limb and property in the many varieties of occupational endeavor requires an adequate and continuing educational program. The committee sought to study the needs for and the methods of integrating and activating occupational safety education in all pertinent areas and at all levels of education.

The Subcommittee on Schools emphasized its dual responsibility in safety education. In addition to the obvious responsibility of safety instruction, it acknowledged that of providing and maintaining a safe environment as a basis for accident-free school operation, and as an example of safe working conditions. The Subcommittee deplored the tendency to begin safety education late in life, often after formal school had been completed and the person was employed in industry. It indicated that even in the earliest elementary grades there are simple but important safety lessons to be learned and safety habits to be formed. The recommenda-

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tions for elementary schools, secondary schools, teacher education, technical institutes, extension services, engineering schools and others sought to provide for suitable materials, qualified and enthusiastic faculty, and the administrative cooperation essential to the success of safety education in the schools.

The Subcommittee on Employers reiterated the need for safety training within the plant or workplace as well as through training agencies. It cited several recently developed plans for assembling the various interested parties to provide more complete safety training.

The Subcommittee on Labor recognized the opportunities and obligations of organized labor to use its peculiar facilities as a component phase of the comprehensive safety training effort. It considered several typical patterns of labor-management safety committees operating under different occupational circumstances and took note of the apparent effectiveness where management and employees participate actively.

The Subcommittee on Public Agencies included in its recommendations the need for active well-planned safety education programs within public agencies and cooperation with others in community safety efforts.

The Subcommittee on Trade Associations emphasized the desirability of interchange of ideas and materials among such associations and the employers represented, in order that safety education tools might be available on a wider front.

The Committee on Education believes that you cannot have safety education if you do not have research, laws and regulations, and community interest. This means that education must join hands with the other areas represented by Conference committees if this safety job is to be done. Education cannot do it alone; the others will be unable to do it without education. Joint action of education, research, public support and other allied interests, with emphasis on ACTION not words, would seem to offer unusual opportunities for unselfish teamwork toward the safety objectives we fervently hope for.

Seeing the Neighborhood . . . *continued from page 5*

child could give a stranger directions to his desk . . . if he could only remember his directions. A child might say, in directing another to his desk, "Walk two blocks east, turn right and walk two houses north . . . or is it south?"

Realizing we were confused, we decided to study directions. There is an excellent game for this (called "Trades") in the book *Physical Education in the Elementary School,* by Van Hagen, Dexter and Williams, published by Barnes. We learned to play the game in our physical education period. With the problem of direction came the question of the compass. ("What makes the needle always point north?") *Science Every Day* by Gerald Craig and Sara Baldwin (Ginn) told about the compass and its magnetized needle.

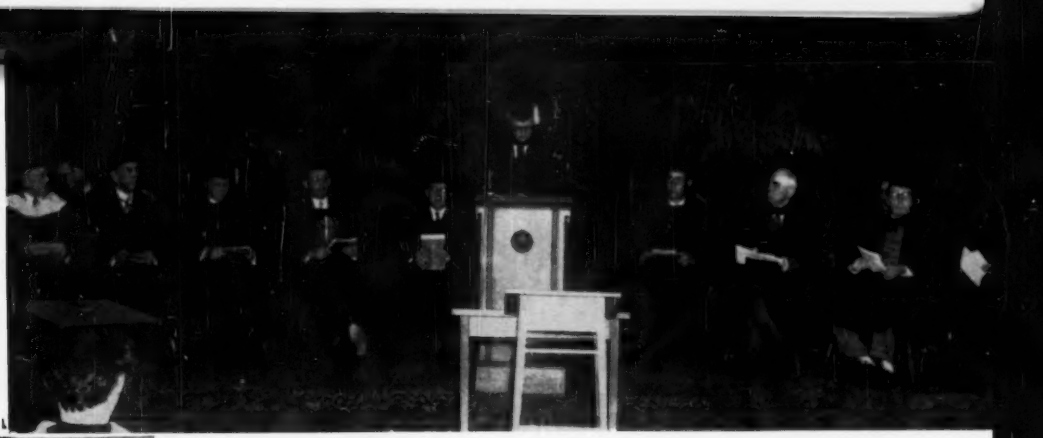
Magnets exploded the children's curiosity. Experiments went on and on with things a magnet will do. Some children wrote their experiments in chart form. One boy made his own compass by magnetizing a needle and dangling it by a thread.

We had started with the "Safest Way Home." We soon arrived at a study of electricity. We were still to go further. In music, the children enjoyed the song "Riding My Bike" from our *Music Horizons,* published by Silver Burdette. In art, some children made attractive charts while others made a chalk mural of Alameda School showing our safety patrol. All of us let our imaginations roam with impressions of our neighborhood by night or day, in rain or sun. The result: we "saw" our neighborhood. And we saw much more, including the reasons behind safety rules.

Would you like to join the Alameda third grade this year? Once you've done all that is outlined above, you have another trip awaiting you. This one will take you (at your desk in our classroom via our city maps) down Portland's main street (Broadway) across the Broadway bridge, and into the city center. Along the way there'll be many questions: "Why does the bridge go up?" "Why do we stop and wait at the bridge as soon as the lights start to flash?" "What holds the bridge up?" "Are there fish in the water?" "Where are the ships going?" And we'll have lots of fun finding the answers.

You say you can't come? Then why not take your third grade in your school on a similar imaginary trip? You'll find it rewarding safety education . . . and good education in general.

This article by Miss Henningsen is elaborated from one which appeared originally in December, 1953 issue of "The School Bulletin," published by the Portland School System.



Above: Principals in the 74th Commencement at Grove City College. Left to right: Julian Williams, Sewickley, Pa.; P. B. Williams, chairman of the board, Cooper-Bessemer Corp., Mt. Vernon, Ohio; Ned H. Dearborn; Rev. Quincy McDowell, Providence, R. I.; Rev. George Kerchner, Erie, Pa. (all the above received honorary degrees); President Weir C. Ketler; C. Lee Austin, president, Jones & Laughlin Steel Corp., commencement speaker; J. Howard Pew, president of the board of trustees and former president, Sun Oil Co.; Dr. O. E. Liggitt, professor of Bible, and Dr. Peter H. Monsma, college pastor. At left: Professor Morgan Barnes.

Grove City College Honors Ned H. Dearborn

IT IS NOW Ned H. Dearborn, doctor of laws! The president of the National Safety Council, long a Ph.D., was given the honorary degree of LL.D. by Grove City College, at Grove City, Pa., during Commencement exercises on the campus June 5. The degree was presented by President Weir C. Ketler of the college.

Behind this most recent scholastic honor to be conferred upon Mr. Dearborn is a story of the high regard and affection of a student for his teacher that began back in 1911.

Ned Dearborn was then a student at Edinboro State Normal School in Pennsylvania. He studied Latin under Prof. Morgan Barnes, a man Mr. Dearborn regarded then and regards now as one of the finest persons he has ever met.

When Professor Barnes left Edinboro State Normal and joined the faculty of Grove City College, Ned Dearborn followed him, in 1916, for several months of further study in Latin and began his study in Spanish.

The two friends, student and teacher, then parted—Mr. Dearborn to go on to high scholastic and business and humanitarian attainments, Professor Barnes to touch additional hundreds and thousands of young men with his gift of inspiring them to greater efforts and achievements.

Professor Barnes was headmaster of the Thacher School at Ojai, Calif., until he retired in 1937 and returned to Grove City to live what he thought was going to be a relaxed, leisurely life devoted to the civic and humanitarian projects he believed in so completely. He became district governor of Rotary International, and was very active in the George Jr. Republic—a home for boys.

And then a vacancy occurred in the Romance Language Department at Grove City College. Professor Barnes was urged to fill in at the place until a permanent replacement could be found.

So Professor Barnes went back to work. The fact that he was past 80 did not dismay or deter him. Alert, active and as energetically responsive to current problems as ever, he pitched in and did a full-time job, and did it well.

Meanwhile, Mr. Dearborn had gone on to Columbia University, where he attained degrees of B.S., M.A. and Ph.D. He joined the faculty of New York University and became dean of its School of General Education. In 1942 he came to the National Safety Council as its executive vice president, and two years later became its president.

When Mr. Dearborn received the LL.D. degree at Grove City College on June 5, he was of course flattered and grateful for the honor. And the pleasure of the day was greatly enhanced by the reunion with his old friend and teacher, Professor Morgan Barnes. To Ned Dearborn, Professor Barnes will always be the teacher and Ned Dearborn the student.

forum-in-print . . .

SAFETY . . . . .

whose job is it?

Where does the parent's responsibility for safety begin and end? What is the school's responsibility? How can the school and parents cooperate for complete education of young people in the principles and practices of safe, adventuresome living?

We asked these questions recently of teachers and safety supervisors, of the secretary of the National Commission on Safety Education of the N.E.A., and of the national safety chairman of the P.T.A. Their answers are presented here . . . for you to compare with your own.

NORMAN KEY

Secretary, National Commission on Safety Education National Education Assoc.

Where does a parent's responsibility for safety education begin and end? It begins with the planning of a safe environment for the unborn youngster—and perhaps it never ends.

The safe environment we provide—to keep the toddler from tumbling down the stairs, or away from the path of an automobile—is protection. Can we say that such protective measures are also education? We certainly can. For unless we provide meaningful, vicarious experiences, through which our children can conceive potential dangers, we are not helping them to progress toward mature judgment and self-protection.

Long before the child starts to school, he must be oriented to his environment and to his own responsibilities for self-guidance. When he starts school, his teacher, principal—in fact, all the school staff—join with his parents in the safety education responsibility.

Here parents and school must jointly come to grips with the question: "How can we best make safe young citizens of all the Johnny's and Sally's?" Only together, cooperatively, can the family and the school map out the most effective plan for the kind of teaching and learning, both at home and at school, which will really enable children to develop safe behavior patterns.

Youngsters must know how to cope with all the activities which concern them—crossing streets, climbing trees, perhaps using kitchen utensils. And since we cannot count on being there to give instructions the first time a youngster decides to climb a tree, all our safety education must aim at building the judgment necessary for spotting and handling hazards in situations that are brand new, at some time, to every youngster.

Planning for this kind of safety education is one of the most important tasks of both families and schools. If they work together, the chances are that each can enhance the job done by the other. Plans devised cooperatively probably will be *better* plans—and undoubtedly they will have better chances for realization. Putting cooperation to work in safety education will strengthen the efforts in any school-community. If followed in *many* school communities, perhaps it will provide the solutions toward which we are all working.

MRS. PEARL CHOUFFET
Chairman, Safety Education Committee
Union 16
East Longmeadow Schools
West Springfield, Massachusetts

Accepting the premise that children are entitled to a safe, adventuresome life, it would seem that responsibility in basic safety education lies with the parent. Education for safe living should begin as early as comprehension manifests itself. A radiator or a stove or iron is "hot!" This the child is taught and learns *before* he is severely burned and, in general, before he has completed his first year of life. From this age on, adventure begins.

The parent's responsibility? To see that his child learns how to walk, run, jump, and climb . . . *safely;* how to play with toys, children, animals . . . *safely;* how to use and enjoy vehicular toys . . . *safely.* The parent's further responsibility? To make his child aware of the hazards and dangers surrounding his home living and any traffic situations within his immediate sphere of life; to develop attitudes and behavior necessary for the child's safe living.

Now the child's first day of school arrives. Should the parent deposit him on the front steps of the school with a relieved: "He's all yours; see that you keep him alive and safe from now on"? The absurdity of the thought is obvious. Yet isn't it what is often expected?

To be sure, the school does take over. But from this point on safety teaching becomes objective rather than subjective. Safe living in a group—in the community—is stressed. Has the parent's responsibility stopped? Not at all. It continues so long as his interest in the safety of his child continues.

Then why do parents have that "lack of worry" during school hours? Because of the number one responsibility of the school: to see that each individual child contributes to and enjoys safe living conditions in school and on the playground.

In addition to safe group living in the school area, safety education as a school responsibility should make each child "safety conscious" in all areas. This means developing an awareness of hazards, a knowledge of possible means of meeting situations involving danger for both self and others. At appropriate levels, local laws relative to traffic and play areas should be included. Attitudes, including responsibility for self and others, should be stressed.

Where does the school's responsibility stop? Supposedly, when the child leaves school. Actually, never! Safety is not a temporary bit of subject-matter; it is life. The school's responsibility is to educate for life.

Then how can school and parents cooperate for complete safety education of young people? Children respond to example. If safety is practiced at home, a safe-minded child enters school. There he responds to further safety training. The safe child has to experience adult interest in him, have the feeling that he has been taught how to live safely, know the security that comes through knowledge of how to cope with situations that may arise. Working *together*, parents and school people can develop within themselves the safety attitudes and behavior which will serve as example and incentive for safe, adventuresome living by young people.

MRS. FRED KNIGHT, SR.
Safety Chairman
National Congress of Parents and Teachers
Cartersville, Georgia

Most accidents are preventable. Yet it is a shameful and shocking fact that accidents are the leading cause of death among children and youth aged 1 to 19.

People trained in safe practices will act from instinct to do the right thing at the right time. It is the responsibility of parents and teachers to give this training to our boys and girls.

Accident prevention can be classified under two broad headings: protection and education.

Protection means making life safe for the child. It means providing a safe environment at home, at school, at play and throughout the community. It means guiding and controlling the child so that he will not injure himself through his own ignorance, heedlessness or recklessness.

This first step falls within the responsibility of parents, primarily. A child should be supervised until the safe way becomes a habit. And parents should always take care to set a good example.

Education means making the child safe for living. As the child becomes of school age his learning experience should be on a 24-hour basis, with home and school working together. Together they can help him acquire information, gain skills, and develop attitudes that enable him to live zestfully, successfully, and responsibly.

FRANKLYN E. LEARNED
Supervisor of Accreditation and Driver Education
Bureau of Youth Services
Hartford, Connecticut

The parents' responsibility for safety education begins with the growing ability of the child to accept or understand the concepts of safety education. The child must be closely supervised and guided until these concepts are deeply imbedded and thoroughly understood. In brief, the parents' responsibility never ends. They should see to it that the child's training should be appropriate and realistic.

The school's responsibility is the teaching of all applicable safety subjects. Sound safe practices should be taught . . . and provisions should be made for their practice . . . on school playground, in the school shop, in science laboratories and gymnasium, on the athletic fields and through driver education classes. The school and parent should be in harmony on instruction and practice in order to give the student permanent and lasting effects.

Schools and parents can cooperate for the complete safety education of young people by providing a positive safety program to include satisfactory outlets through school activities, both in and out of school. Safe facilities should be provided for all occasions. The older the child, the more he needs to participate. The promotion of good attitudes is most essential. The ideal situation would see the school and parent working together in establishing and carrying out a sound, basic, safety program throughout the year.

ARTHUR S. KELLY
Senior Consulting Engineer
Industrial Dept., N.S.C.
and father of Brian, aged 7

I feel a parent's responsibility for safety education starts the first moment an infant can be made aware of anything . . . and should never end.

Parents may not have White House ambitions for their children, but all have a deep, sincere desire for their kids to grow up to be honest, industrious, friendly, considerate, to have all the other homely virtues which make a civilized world, and to be equipped to cope with that world.

No child is naturally fairminded and kind. Each child must be taught, with some force, to be civilized and socially acceptable. Most

parents recognize this fact, thus recognize their responsibility to do a fair job of teaching their child good behavior.

It seems equally obvious that the pre-school child, by nature curious and adventuresome, must also be taught safety. Parents must teach safety by personal example, and by a reasonably intelligent appraisal and recognition of the exposures to injury which exist in the home and on the street.

Schools have a responsibility to supplement the parents' efforts by emphasizing the need and value of safe living as well as citizenship and the other social sciences. Many schools are doing this. Schools also have a responsibility to maintain a safe school plant and safety playground equipment. School patrols and/or crossing guards . . . to make sure that children can cross school streets in safety . . . are also the responsibility of the schools.

MAY F. HAZARD
Safety Sponsor
Copernicus Junior High School
and Sponsor, Hamtramck Student Safety Comm.
Hamtramck, Michigan

Actually, the parent assumes responsibility from the moment of a child's birth until that child has matured enough to be responsible for his own safety and well being.

For the first few years, the parent adopts a protective attitude. As the child develops and grows older, this should be replaced by actual training in safety habits and practices. If safety is properly stressed at this time, the child will develop desirable patterns of behavior; if not, the patterns will be undesirable—both commensurate to the degree of effort and skill put forth by the parent.

In the beginning the parent plays the stellar role in the child's safety education. But when the school bell rings for the first time . . . and for many years thereafter . . . the school shares the responsibility with the home.

In planning its safety program, the school should consider the safety needs of the community, then make every effort to meet them. The activity-type program, regardless of grade level, lends itself effectively to safety . . . safety is unique in that it can be extended into every subject of the curriculum. And by-products of such a program are important to the social and mental growth of the student.

Where there are P.T.A.'s and Mothers' Clubs in a school system, getting the parents to cooperate with the school on safety is no problem. In communities without such organizations, letters, bulletins, pamphlets, signatures of agreement help to get cooperation. But in order to get actual parent participation the school must go a step further. They may take that step by inviting the parents to safety assemblies, seeking their advice on local safety problems, asking for suggestions to make the program function better, urging parents and children to work as a family unit in filling out safety questionnaires sent out by the school. Parents can even be invited to take part in many activities of the pupils, such as writing safety slogans, jingles, and songs.

It is the premise of the Hamtramck School system that a well-planned safety program is an excellent instrument to:

- create better understanding between school and home
- produce better human relations
- develop desirable attitudes and behavior patterns
- promote rather than inhibit adventuresome living because "well armed (with the basic rules and skills of safe living) is forearmed."

In short, a safety activities program is a natural for developing good citizenship.

ON OUR COVER: Two small lasses start to school, across the broad expanse of city street. Their vulnerability to men and machines on that street . . . and the responsibility of parents, school people and drivers to look out for their safety . . . is well expressed by this picture, reproduced through the courtesy of Ford Motor Company. The picture was used by Ford last September in a national newspaper campaign directed to drivers. Entitled "You have more than a wheel in your hands," this ad formed one part of a campaign which later received the Public Interest Award of the National Safety Council.

SOME IMPORTANT CAUSES OF DEATH IN THE U.S. AT SCHOOL AGE, 1950 AND 1951

Cause of Death	5-9 Years			10-14 Years			15-19 Years			TOTALS: 5-19 Years		
	1951		1950	1951		1950	1951		1950	1951		1950
	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths
Accidents	3,161	38	37	2,731	42	39	5,495	49	45	11,387	43	41
Cancer (malignant neoplasms)	964	11	12	661	10	10	843	7	7	2,468	9	9
Pneumonia	440	5	5	235	4	4	282	3	2	957	4	4
Tuberculosis (all forms)	184	2	3	159	2	3	565	5	7	908	3	5
Diseases of the heart	111	1	2	198	3	5	541	5	5	850	3	4
Congenital malformations	362	4	4	236	4	3	179	2	2	777	3	3
Nephritis and nephrosis	258	3	3	195	3	3	291	3	3	744	3	3
Acute poliomyelitis	311	4	4	187	3	4	149	1	2	647	2	3
Rheumatic fever	217	3	2	268	4	4	117	1	2	602	2	2
Homicide	56	1	1	55	1	1	382	3	4	493	2	2
Appendicitis	127	2	2	110	2	2	105	1	1	342	1	1
Suicide	1	*	*	51	1	1	270	2	2	322	1	1
Vascular lesions, central nervous system	84	1	1	76	1	1	137	1	1	297	1	1
Benign, unspecified neoplasms	96	1	1	74	1	1	84	1	1	254	1	1
Complications of pregnancy, childbirth, puerperium	0	*	*	10	*	*	242	2	3	252	1	1
Diabetes mellitus	47	1	1	78	1	1	111	1	1	236	1	1
Meningococcal infections	96	1	1	45	1	1	61	1	*	202	1	1
Influenza	95	1	1	38	1	1	65	1	1	198	1	1
Meningitis (nonmeningococcal)	97	1	1	46	1	1	39	*	*	182	1	1
Measles	120	1	1	27	*	*	18	*	*	165	1	*
Gastritis, enteritis, colitis	76	1	1	35	*	*	48	*	*	159	1	*
Anemias	51	1	1	41	1	1	42	*	*	134	1	*
All other causes	1,442	17	16	908	14	14	1,243	11	11	3,593	14	15
All Deaths	8,396	100%	100%	6,464	100%	100%	11,309	100%	100%	26,169	100%	100%

Source: National Office of Vital Statistics.
*Less than one-half of one per cent.

National Safety Council 425 N. Michigan Avenue • Chicago 11, Ill.

Sad Sums

as reported by

Jennie Spadafora
Statistical Division
National Safety Council

DURING the last several years the National Safety Council has been saying "Two out of five children who die are killed in accidents." Official figures for 1951, which recently became available, unfortunately do not change this statement; they only verify it.

The National Office of Vital Statistics recorded a total of 26,169 deaths from all causes in 1951 among persons five to 19 years old. Of these, 11,387, or 43 per cent, were caused by accidents. In 1950 accidents caused 41 per cent of the deaths in this age group.

In 1941 accidents were responsible for 31 per cent of the fatalities in this age group. This does not mean, however, that accidental deaths increased in number over the ten-year period 1941 to 1951. In fact, they decreased from 13,258 in 1941 to the 1951 total of 11,387*. The greater importance of accidents in 1951 was due to the large decrease in deaths from nonaccidental causes—from 29,278 in 1941 to 14,782 in 1951*.

The second cause of death in 1951 among persons five to 19 years old was cancer with a total of 2,468. Pneumonia was third with 957 deaths, followed by tuberculosis with 908 deaths.

The accompanying table gives the 1951 record for some important and well-known causes of death for each five-year age group from five to 19 years. The death totals indicate roughly the relative size of the death rates, since the populations of the three groups were similar.

Among children five to nine years of age, cancer was the second cause of death, followed by pneumonia. However, deaths from accidents were more than twice as numerous as deaths from cancer and pneumonia combined.

Cancer, with 661 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Rheumatic fever, the next most important cause, was responsible for 268 deaths. Accidents, however, caused more than four times as many deaths in this age group as cancer.

The leading fatal disease among young people 15 to 19 years of age was cancer with 843 fatalities. There were 565 deaths from tuberculosis, the next most important cause, and 541 from heart disease. Again, accidents were the outstanding cause of death, accounting for more than twice as many deaths as the three leading nonaccidental causes combined.

Over the past 10 years, medical science has proved its effective power among school children five to 14 years old. In 1941, eight out of 100,000 of these children died of pneumonia and influenza; in 1951, only three out of 100,000 died of these diseases. In 1941, five out of 100,000 died of tuberculosis; in 1951, fewer than two. In 1941, six out of 100,000 died of appendicitis, and seven of heart disease; in 1951, one out of 100,000 died of appendicitis and one of heart disease.

In 1941, 30 out of 100,000 children five to 14 years old died of accidents; in 1951, 24 . . . an improvement of 21 per cent. Although progress in accident prevention work has been slower than in the field of disease prevention and cure, the record indicates that progress can be made in this field and, with sufficient effort on the part of all of us, the favorable trend may continue and increase.

**The ten-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Death. However, inspection of the data for individual titles used in this comparison indicates that for these age groups the classification changes were not important.*

You approved it last year. So this year the School and College Section repeats a Congress program of balanced general sessions and special interest groups. But there are a pair of innovations you won't want to miss either. Plan now to make your fall destination the 42nd National Safety Congress and Exposition.

Chicago: October 18-22

by Homer Allen
Director, Driver Education
State of Indiana
Chairman, Congress Program Committee

Personalities you will hear at the 42nd National Safety Congress: at top, Henry Heald; second row, J. Stannard Baker and Helen Manley; third row, panel members James V. Moon, Angelus T. Burch and Edgar Clayton McFadden; immediately at left, Lowell Fisher.

TAKE a program format applauded one year ago.

▸ Follow the pattern of balanced general sessions and special interest group meetings which proved so popular with delegates at that time.

▸ Add in variety through two new experimental functions . . . evening "buzz sessions" for discussion of individual problems, plus a tour of a nearby elementary school.

▸ Expand the program to include special driver education and campus safety sessions, as requested by particular associations of specialists interested in these problems.

The result: The School and College program for the 42nd National Safety Congress and Exposition, meeting in Chicago this October 18 through 22. Better stated, the result: an idea-packed program . . . one intended to offer something stimulating to every safety educator nationwide, whether he or she be active at the pre-school, elementary, secondary, or college level.

Actually, the 42nd National Safety Congress puts the spotlight on education from the very first moment. For Henry Heald, new chancellor of New York University and formerly Vice President for Schools and Colleges for the National Safety Council, will be the principal speaker at the annual meeting of members, Monday morning, October 18.

That meeting, held at the Conrad Hilton Hotel, will open the Congress officially for all delegates from all sections. Immediately after lunch the same day, at the Morrison Hotel, the School and College Section will open its program with its first general session. Featured speaker at this meeting will be Lowell Fisher, current NSC Vice President for Schools and Colleges. Dr. Fisher will talk on "Safety Education Needs . . . a report of your survey." Summarizing the numerous facts gleaned from the survey questionnaire sent to school people

some months ago, he will point out for the delegates the areas in which they themselves agree that more safety stress is both necessary and desirable.

As the first general session ends, and following the pattern so much approved last year, delegates will break up into seven special interest groups. That day these groups will hold only short orientation meetings . . . preparation for the hours of deliberation and debate scheduled for Tuesday morning and afternoon and for Wednesday morning.

Special interest groups scheduled for this year, and their leaders, are:

GROUP 1A—To and from School—protection versus education. Elsa Schneider, specialist, health instruction and physical education, U.S. Office of Education, Washington, D. C.

GROUP 1B—To and from School by Bus. O. P. Richardson, Asst. Dir., Div. of Adm. and Finance, State Dept. of Ed., Montgomery, Ala.; and Chairman, School Transportation Committee, N.S.C.

GROUP 2—What Techniques are Helpful in Teaching Safety? Genevieve Squires, Dep. Supt. of Pub. Inst., St. Dept. of Public Instruction, Helena, Montana.

GROUP 3—How Can the Safety of School and College Buildings, Grounds, and Immediate Environs Be Improved? Lawrence B. Perkins, architect, Perkins and Will, Chicago.

GROUP 4—How Can the Schools Cooperate in Channeling the Help of Outside Agencies for Safety Education? Victor E. Leonard, principal, North Mianus School, Greenwich, Conn.

GROUP 5—What Are the Implications of School Liability and Pupil Insurance in Safety Education? Helen Manley, Dir., Health, Physical Education, Safety and Camping, University City Public Schools, Missouri.

GROUP 6—How Can Education Improve Safety of School Personnel—for teachers already working and for prospective teachers? Clifford Lee Brownell, Teachers College, Columbia University, New York.

Late Tuesday afternoon, at the second general session, a panel of experts will raise questions on these same subjects, helping members of special interest groups to analyze how far their deliberations have proceeded to that midpoint. The panel will include: Edgar Clayton McFadden, vice president of the Texas Employers' Insurance Association, who is chairman of the Industrial Conference, NSC; James V. Moon, superintendent of schools at Western Springs, Illinois, who is also president of the Lake Shore Division of the Illinois Education Association; and Angelus T. Burch, associate editor of the Chicago Daily News and director of the Chicago Daily News, Inc. In charge of the editorial page of his newspaper, Mr. Burch has been a newspaper man since the end of World War I, was once head of the journalism department at Washburn College, his alma mater.

Intent of this panel of questioners will be to summarize what has been developed to that point in the special interest sessions, to evaluate the deliberations mid-way, and to re-focus the group conversations should they have moved from the original intent.

Wednesday morning the special interest groups will meet for the third and last time. That afternoon at the final general session (held jointly with the Traffic Section) there will be a very short report on the deliberations of special interest group 1A (To and From School — Protection versus Education) — with their differences and agreements being delineated for the entire group of delegates. This summary will be presented by J. Stannard Baker, director of research and development for the Traffic Institute at Northwestern University and one of this country's foremost authorities in the traffic safety field.

Principal speaker Wednesday afternoon will be Joseph M. Kaplan, Secretary-Manager of the Greater Los Angeles Chapter of the National Safety Council. His talk, entitled "Pulling Together for Safety," will stress unity of effort.

"What is the capacity of this bus, sir? Is it overloaded? Teacher says never to ride in an overloaded vehicle."

If the questions you bring to the Congress have not been answered by the end of the general and special interest meetings on Wednesday, it will not have been for lack of opportunity to this point. For, in addition to the

meetings outlined above, the Congress program through Wednesday includes evening sessions particularly planned for bringing out the answers to individual problems.

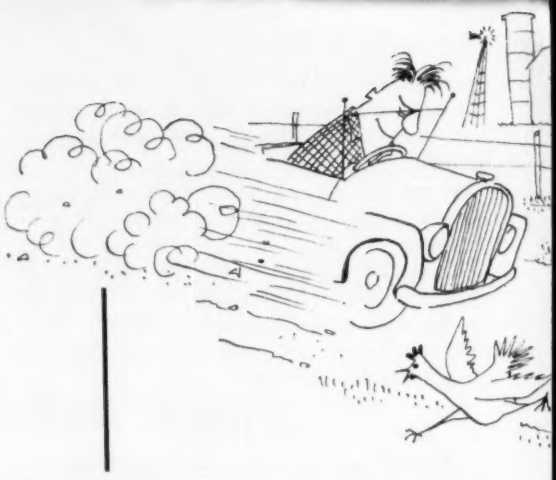
Monday and Tuesday evenings, as an experiment, this year's Congress offers you specialized consultant service on such subjects as school patrols, playground surfacing, teacher education for general and driving safety, use of student accident reporting, pupil participation in safety education, safety in physical education and sports, transporting children by school bus, safety for school and college personnel, driver education at the high school level . . . and any other safety subjects which may have posed problems in your school system.

According to plan, specialists in each of the subjects mentioned will be available in consultation rooms from 7:30 to 9:30 each of the two evenings; you may come in any time during these hours, stay a few moments or as long as you like, go away with the answers you have been seeking. The idea behind this schedule is simply that we know some of you prefer to spend your Congress evenings at a movie, dancing, or over long leisurely dinners. With this personalized service you will have time to combine any of these relaxing activities with getting your questions answered . . . and all in one evening.

Wednesday night, for those who do not attend the annual Congress banquet, the annual audio-visual session will be repeated.

Wednesday evening also there will be a brief planning meeting for those persons who have pre-registered for the second of this year's Congress innovations . . . the all-day Thursday excursion to a nearby elementary school. There'll be more about this excursion in the next issue of SAFETY EDUCATION, plus a detailed description of special Thursday activities in the driver education, vocational, and college fields. For the Congress program continues through Thursday . . . and continues most active and interesting.

The committee which has worked out details of this Congress program for you represents each of the 11 group activities in School and College work of the National Safety Council. I am chairman of the committee; James W. Mann, principal of Hubbard Woods School, Winnetka, Illinois, serves the committee as secretary. Additional information and hotel registration blanks may be secured by writing to me in care of the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois.



LET'S DRIVE RIGHT, by Maxwell Halsey. Published 1954, by Scott, Foresman and Company. 500 pages, $3.48 list, usual quantity discount. Collaborating on this review, Robert S. Lewis, Coordinator of Driver Education, and Cecil G. Zaun, Supervisor of Safety, Los Angeles City Schools.

In reviewing a book, a great deal of responsibility is assumed. The enormous work, sweat, tears, and the amount of time expended by the author is cast aside as judgment is rendered by the reviewer on what should be a more or less careful reading of the work. In this position as judge, the writer of a review is tempted to exercise the full amount of power which is his, and may at times abuse it. He may magnify the trivial, ignore the stroke of genius, become urbane or banal.

We hope to avoid such pitfalls in reviewing Maxwell Halsey's, "Let's Drive Right," which is directed to the second person as it achieves a distinctive approach to the student. The main divisions of the text: "You and Other Drivers," "You and Your Car," "You and Your Driving," and "You and Future Progress" illustrate characteristic technique for keying the style to student interest. This directness is maintained by a chapter organization which presents first, a dialogue involving the subject matter, then a set of provocative questions for the student, added facts by the author, additional questions for student discussion, cartoons illustrating driving problems, concepts, or attitudes, suggested student projects, and finally picture situations for the student to analyze.

This refreshing departure from the factual type of presentation may prove a detriment to acceptance . . . in that teachers teaching merely one class or new to the subject of driver education may sense frustration or dissatisfaction because of a lack of background material. To the

"The cows and chickens will have to get up earlier."
(One of the cartoons illustrating attitudes in "Let's Drive Right," by Maxwell Halsey. Copyright, 1954, by Scott, Foresman and Company and used with their permission.)

experienced teacher the text will open new vistas for creative teaching and activities. To such teachers the text will be an aid in overcoming the all too common classroom experience of only a small percentage of students voluntarily participating in discussion and class activity.

Teachers will in addition welcome the second part of the text, "You and Your Car." Such topics as "A safe car helps you drive," "How the automobile works," "Automatic transmissions," "Keeping your car in good condition," and "What to consider in buying a car" will be recognized as areas of student interest. The informality of style characteristic of the text is amply reinforced by visual materials: diagrams, photographs, charts, and drawings in many instances, sparked by color. The expanded size of the drawings and the fact that many of them are exploded views aid in clarifying many of the technical problems in which students are interested, but which are difficult to present.

Part three, "You and Your Driving" is replete with diagrams illustrating driving situations and problems. The graphic approach in this section recommends the text as a supplemental reference in behind-the-wheel training. Chapter topics such as "Speed and City Driving" or "Speed and Highway" will support this observation.

"You and Future Progress," part four, is devoted to traffic problems, the automobile of the future, enforcement, teen-agers' part in the safety program and vocational opportunities in transportation.

Teachers may experience annoyance with certain minutia. The rather light treatment of the natural laws, the indirect approach to right-of-way rules and the Doctrine of Last Clear Chance will motivate discussion and thought as to content.

A slightly altered approach to the psychology of the driver will be approved by some, but condemned by others. Whereas other texts have listed definite safety checks and habit patterns to be formed, this text in some instances leaves these to be formulated through group development, techniques or teacher presentation.

Finding a text in driver education adapted to the minimum 30-hour course has posed a problem to many schools throughout the country. "Let's Drive Right," because of its organization and inductive approach to attitude development, will be welcomed in many such schools.

We may conclude that no text, yet published, has offered such rich opportunities for creative teaching as does "Let's Drive Right." The text is worthy of a new teaching field and will have an impact on the teaching techniques in driver education.

* * *

SAFETY CHALLENGES YOU, a new safety text for grades 7, 8, 9, by Dr. Herbert Stack, Don Cash Seaton, and Florence Brown Hyde. Published by Beckley-Cardy Co., 272 pages, $2.20 list price, subject to discount. Reviewed by May F. Hazard, safety sponsor, Copernicus Junior High School, Hamtramck, Michigan.

This book is especially written for the junior high school student; its simplicity of diction is particularly appealing and understandable to this age group.

The introductory chapter, "Your Safety Depends on You," points out clearly and convincingly that the responsibility of living a safe, yet adventuresome and full life rests entirely on the youths themselves; that unequivocally it is theirs to decide whether this or that is a good risk or a poor one, and that skills, attitudes and knowledge are basic to successful living. Life, in other words, becomes a challenge.

Though concise, it covers remarkably well the areas of school, recreation, home and community, work, and transportation safety. First aid in emergencies is also discussed.

This might well be termed a "handbook on safety" for the teacher. It treats organization

of safety programs, techniques in planning for urban as well as rural areas. By use of graphs and photographs it illustrates distinctly the safety problems involved. The book approaches safety in a positive and practical way, leaving nothing to the imagination. A glossary covering all words and terms significant to safety is an excellent feature and a real aid to the student.

Helpful material in safety on the junior high level has been notoriously scarce; "Safety Challenges You" satisfies this need exceptionally well. Informative, interesting and challenging to both student and teacher, this book belongs in the library of every school interested in planning an effective safety program.

HANDBOOK OF SCHOOL LAW, by Lee O. Garber, School of Education, University of Pennsylvania. Published by Arthur C. Croft Publications, Inc., New London, Connecticut; $3.50.

Intended to give educators on all levels legal facts they need, the handbook defines such overall concerns as: school administration authority; bonds and warrants in school finance; building contracts and contractors' bonds; liability of school districts and school officers; teachers' certification, contracts and tenures; compulsory attendance laws; expulsion, transportation and health regulations. According to the publishers, the book answers just about every legal question short of controversial decisions which some states have legislated.

TEACHER'S TRIPTIK. . . . Your Guide for the Traffic Safety Program, by Lu-Verne Crabtree Walker, elementary school supervisor, District of Columbia Schools. Published by Traffic Engineering and Safety Department, American Automobile Association, Washington, D. C. Twenty-eight pages, 25c a copy; available from local automobile clubs affiliated with the AAA.

The author has borrowed from the famous AAA Triptiks familiar to motorists, to "route" the teacher through all the planning stages of a traffic safety program . . . faculty planning, enlisting the interest of the children, encouraging parent participation, and arousing civic action. There are specific suggestions for presenting each phase of the year's program to the pupils. The program outlined utilizes safety posters, school safety patrol material, monthly lesson guides, and AAA safety films. "Teacher's Triptik" replaces the "Guide for Teaching Traffic Safety, Grades 1 to 9," now out of print.

CURRENT SAFETY FILMS

The August quarterly Supplement to the June, 1954 issue of the *National Directory of Safety Films* is available. This Supplement contains descriptions of several new safety films, plus some corrections for listings in the Directory. A single copy of this Supplement may be obtained free of charge from the National Safety Council.

The following films are no longer being distributed by the National Safety Council.

The Chance to Lose
Highway Mania
Men at the Wheel
Screwdrivers and Screwjays
Traffic with the Devil
X Marks the Spot
1-2-3-Go!
You Bet Your Life
Look, Listen and Live
Miracle in Paradise Valley
What Price Happiness?
Safety in the Home
A Stitch in Time
The Seventh Column
A Closed Book

Other sources for these films can be located by checking listings in the 1954 issue of the *National Directory of Safety Films,* or by writing directly to Nancy Lou Blitzen, Film Consultant, National Safety Council.

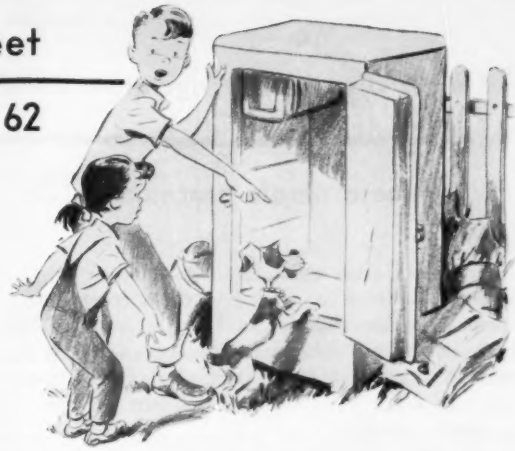
●

Stop and Go, the Safety Twins. (15 min. sound film). Free loan. Prepared under sponsorship J. C. Penney Co. Takes a positive, amusing approach to general safety, "starring" clever puppets in a story appealing to all age groups but particularly to young children. The Twins visit a young friend, Timmy, invite him to join a safety club. But Timmy makes a habit of sliding down bannisters, climbing unsafe ladders (to reach a dictionary to find out how to spell "accident"), leaving toys on the stairs, and the like. A visit from friend Gloomy, who offers Timmy a chance on a traction bed . . . "No home should be without one because statistics show there are a trillion and umpty-two accidents a year" helps to bring on a nightmare about accidents . . . all to Timmy. When Stop and Go waken him in the morning he demonstrates he has learned his lesson of the dream, proceeds to act safely and join the club. In the final moment he invites watchers to join up also.

safety education data sheet

no. 62

Hazards of
Discarded Iceboxes and Refrigerators



Children should be taught that they must not play in discarded iceboxes and refrigerators and that they should report any they see to parents.

THE PROBLEM

Deaths since 1948

1. Full information of the scope of this problem is not available previous to 1948. But according to a table compiled in January, 1954, by "Refrigeration Service and Contracting," during the six year period 1948-1953 there has been a total of nearly 50 cases in which one to five children have crawled into a discarded icebox or refrigerator, closed the door and been unable to get out.

2. Seventy-nine children have died in these incidents, 59 boys and 20 girls. Children involved have ranged in age from 2 to 12 years, with the average age being 5 years.

3. During February 1954 two more children were added to the death toll resulting from this hazard.

4. While this toll is not statistically high, its potential seems to be increasing percentage-wise annually. For example, there were twice as many reported deaths from suffocation in discarded refrigerators during 1953 as there were during 1952. Moreover the number of deaths per incident is increasing. In 1953 just four cases involved 12 children. In one of these cases five children from a single family were victims.

Statistics on discarded refrigerators

5. There are more than 50,000,000 iceboxes, refrigerators, freezers and other such airtight cabinets in use today. They are being discarded at the rate of approximately two to three million a year.

NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.
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6. Once discarded, these refrigerators and other airtight containers make inviting places for games by small children.

7. It is now estimated that the number of discards will continually increase over the next few years.

8. Heretofore many of these discarded iceboxes and refrigerators have been small in size. This lessened the probability of a child's crawling into one of them.

9. However, families are purchasing new refrigerators and freezers in increasing number now. This increased purchase is occasioned by many factors, including the desire for new boxes with freezing compartments. What is more important, the old refrigerators these new purchasers are discarding are larger in size than those discarded in previous years.

10. Temporary housing, now abandoned, has also stepped up the number of such discarded iceboxes, refrigerators, and other airtight cabinets.

11. This means that there are both *more and more inviting* discarded refrigerators and freezers for children to crawl into today.

CIRCUMSTANCES

Critical time of year

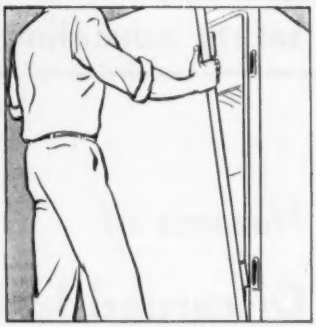
12. May through September have proved to be critical months. During this period children have leisure vacation time for outdoor play . . . and discarded airtight cabinets with locks or hinges intact provide enticing hiding places.

How do children get involved?

13. Children become locked in iceboxes, refrigerators, freezers and other airtight cabinets for many reasons. Some are just exploring or

To make discarded refrigerators harmless

Follow these simple procedures . . .



1 *REMOVE THE DOOR. It's the best way to make airtight cabinets safe.*

hiding from other children; they crawl in voluntarily. Others are put into these compartments by older children as "part of a game." Still others are locked in through definitely malicious intent of older boys and girls who want to scare these younger children for one reason or another.

Why are such discarded cabinets dangerous?

14. One essential condition of an icebox, refrigerator, freezer or other such cabinet is that it be airtight. Once the door is closed . . . which automatically latches it . . . whatever amount of air is inside the box will be exhausted in a relatively short time.

15. Meanwhile, the child cannot be seen or his screams heard from the outside. The refrigerator then becomes a death trap.

16. Moreover a closed, airtight box is dark inside, increasing the amount of terror felt by the trapped child. Under such conditions he will scream, pound on the door, and otherwise attempt to free himself, even though it is of no avail. In other words, when it would be best for him to lie as quietly as possible, conserving the limited supply of oxygen as much as possible, the terror-stricken child is engaged in activities which exhaust the air in the box even more quickly.

Why are iceboxes "abandoned?"

17. Persons who purchase new refrigerators today find that many dealers . . . even those who have given them "trade-in" value . . . have no use for their old boxes.

18. It is costly for the owner to have his box carted away. And the box has little resale value, even to a junk man.

19. As a consequence, old iceboxes can be found today in back yards of homes, in basements, garages, dump yards and the like.

20. Moreover abandoned iceboxes are not the only hazards. At least one child suffocated in a new freezer left on the porch of a home prior to installation.

What are the types of dangerous boxes?

21. For the most part the "dangerous" boxes fall into these classifications:

a. Those which are definitely abandoned or discarded because they have no further use. These are to be found . . . by children, unfortunately . . . in vacant lots, basements, garages or barns, on dumps, and the like.

b. Those which are temporarily out of use. These have been set aside by homeowners who think they may have a future use for them, may be able to sell them or pass them on to relatives. Meanwhile, the boxes are "stored" in basements or garages, or even on back porches.

c. Those which have been turned into storage chests. No longer used for their original purposes, these iceboxes, refrigerators, or freezers now hold tools or other household implements. Such chests are usually found in farming communities.

HOW CAN THIS PROBLEM BE SOLVED?

Community action

22. As with many other hazards, this problem can be solved through immediate and continued community action.

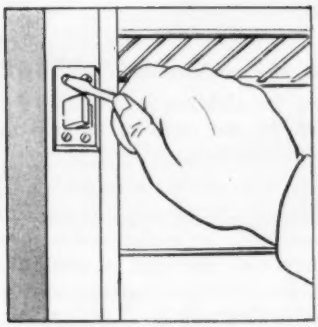
a. There can be a conscious effort to dispose of these empty boxes, whether by former owners as individuals or by community groups.

b. There should also be conscious assumption of individual and group responsibility in the community to see that such boxes, when present, are made harmless.

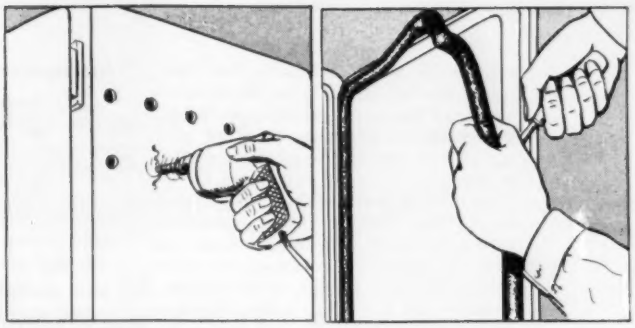
How do you make discarded refrigerators harmless?

23. Discarded iceboxes, refrigerators, freezers and other airtight cabinets can be rendered harmless in several ways:

a. Remove the door. A chest which opens from the top or a large refrigerator lying on its back often has



2 *REMOVE THE LATCH STOP by removing the screws from plate.*



3 *DRILL HOLES IN THE CABINET AND REMOVE THE GASKET. These easy operations together but not singly will unseal box and allow air in.*

a lid or door so heavy that (even with the latch removed as described below) a child trapped inside would not be able to push it open. For these the only answer is to take the lid or door off altogether, and this is actually the most desirable way to make any airtight cabinet completely harmless. Because there are a great variety of hinges and hinge constructions, removing the door may often require the services of a mechanic or serviceman. If you will contact community service representatives such as your local dealer, utility service engineers, and like organizations, you can have the lid or door removed at little or no cost. If the door is not removed,

b. Remove the latch stop so that the door cannot lock. This can be done on nearly every type of icebox or refrigerator by merely removing the screws from the plate. Moreover, the operation can be easily performed by anyone who can use a screwdriver. This is particularly effective for making harmless those boxes with a door which opens on the front side. Even so, it would be wise to:

c. Drill holes in the cabinet and remove the gasket. Metal drilling tools are usually available in any neighborhood for drilling holes. The gasket (a rubber strip around the door which acts to seal the door to the frame when it is closed) can be pried loose at one end of the door and pulled off with little or no trouble. These operations *together, though not singly,* will unseal the compartment and allow air into the box. If a child then closes himself into this box there will be a longer period in which he can be discovered alive.

d. Destroy the box altogether. Schools and civic organizations might well spark a community program which offers trade associations, local cartage companies, or other business groups the opportunity regularly to search out such abandoned refrigerators, freezers and the like, cart them away and destroy them entirely.

Suppose the cabinet is only temporarily out of use?

24. Where it is intended that the cabinet be used again at a later date, it can be rendered harmless for the period in which it must stand idle.

a. The latch stop can be removed, as described above, and the stop and screws dropped into a bag which can be attached to the refrigerator, freezer or airtight cabinet for safekeeping until needed again. You might also, or otherwise:

b. Move the refrigerator so that the door is against the wall. Most such boxes are too heavy for small children to push around. With the door against the wall the children will not be able to get into the box.

c. Tie a wire or stout rope around the icebox, refrigerator or freezer.

d. Where handles are so constructed, padlock the cabinet or refrigerator.

Legislation

25. A secondary approach to this problem is through legislation, either city ordinance or state law. The following model law on abandoned refrigerators has been drafted by the Refrigeration Service Engineers Society. Community action will speed its passage in your locality:

> **Anyone who abandons, discards, stores or keeps in any place accessible to children,**

> or who, as the owner, lessee, or manager, permits to remain on his premises under his control, a refrigerator, icebox, freezer cabinet or similar container, of a capacity of one and one-half cubic feet or more, which is no longer used for refrigeration purposes, without the attached doors, hinges, lids or latches being removed, is guilty of a misdemeanor and shall be punished by fine of not more than Fifty ($50) Dollars, or by imprisonment for not more than thirty (30) days or both.

26. This law will not by itself prevent such accidents, however, and in any case it is likely to impress itself upon the community only after one or more children have lost their lives and negligent owners have felt its force. An important phase of any program of community action must include:

Information and instruction for parents and owners

27. Owners should be alerted through every means available to the hazard of discarded refrigerators and to their personal responsibility to make such cabinets safe. Such a program of community education should utilize newspaper, radio and television publicity, parent-teacher programs and publications, school newspapers, as well as door-to-door canvass by service organizations.

28. Parents should be alerted to the hazards which may lie in their own backyards and should be made aware of their responsibility for:

a. Knowing where their children are playing.

b. Providing safe places for their children to play in.

c. Instructing their children in what are safe and unsafe places for play.

Instruction for the children

29. Instruction for children involves:

a. Activity by the children to help in removing the hazard.

b. Activity in avoiding the hazard.

30. Older children and youth groups can take a real responsibility for noting and reporting any such dangerous discarded or other unused airtight cabinets to their parents, and to other responsible individuals.

31. Older children can also work with the community program to ferret out and dispose of such hazards, taking part in a door-to-door canvass, passing out literature and the like.

32. Younger children . . . more often the victims of this hazard . . . can be reached primarily through instructions to parents which set forth the hazard, describe the remedies, and call attention to the need of constant supervision. However, older children, taught at school to recognize the hazards of such unused and airtight cabinets, can also assume some responsibility for younger brothers and sisters at play.

Information sources

33. Further information is available from:

- Safety Education Data Sheet No. 48, **Unauthorized Play Spaces**, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.
- The Household Refrigerator and the Farm and Home Freezer Sections of the National Electrical Manufacturers Association, 155 East 44th St., New York 17.
- The Refrigeration Service Engineers Society, 433 N. Waller Avenue, Chicago 44, Illinois.
- Your local safety council or chapter of the National Safety Council.

Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms (Rev.)
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Woodshop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving: rules, precautions
(53) Safety in the Machine Shop
(54) Summer Jobs
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safety
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home

Original national distribution of this data sheet made possible through the cooperation of the Household Refrigerator and Farm and Home Freezer Sections of the National Electrical Manufacturers Association.

For more information about the additional data sheets listed above, write the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

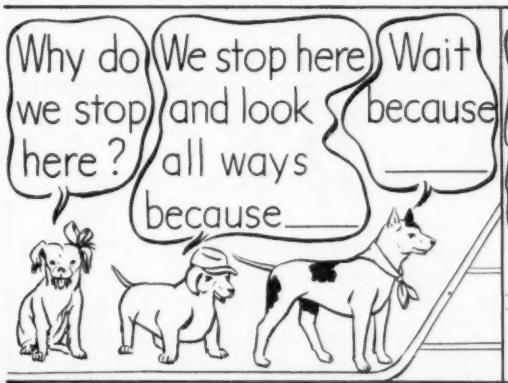
SEPTEMBER
1954

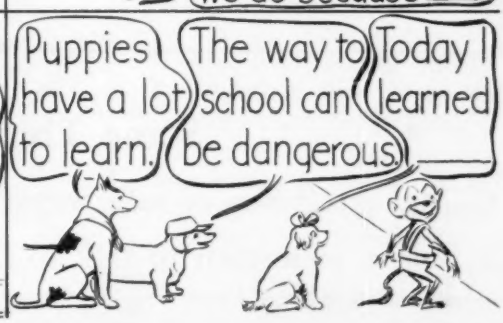
Lower Elementary

Safety LESSON UNIT

Sketch S-0191A

Will you show Puppy the way to school?
Yes, Mrs. Dog. We will take good care of Puppy because____
The way to school can be dangerous if____

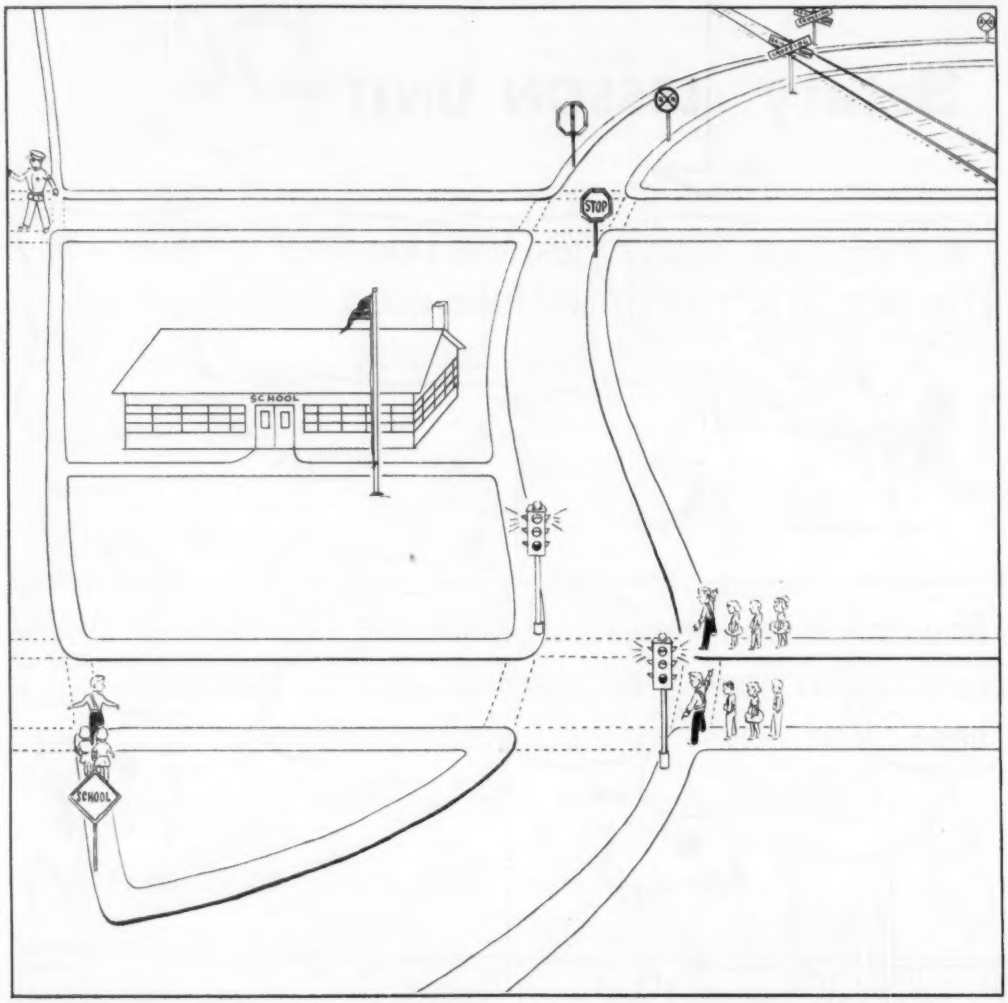




Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

SAFETY PUZZLE

Find everything in the picture which helps you to get to school safely.



Some Things To Do

1. Make pictures of safe ways to cross the street.
2. Ask a policeman to talk to the children about safe ways to cross a street.
3. Write an experience story about going to and from school safely.

Sketch S-0191A

SEPTEMBER 1954

Upper Elementary

Safety
LESSON UNIT

The School Safety Patrol and You

Underline the correct statements about the school safety patrol.

Members of the school safety patrol should:

1. Stand a safe distance back from the curb.
2. Stand in the middle of the street.
3. Face out toward the street when they are holding children back.
4. Let the children cross the street when they think it is safe for the children to do so.
5. Obey safety rules whether on or off duty.
6. Report dangerous conditions.

School pupils should:

7. Wait in an orderly fashion until patrol lets them cross.
8. Cross if no cars are coming regardless of what the patrol says.
9. Cross where the patrols are stationed.
10. Push and play while waiting to cross.
11. Run across the street.
12. Walk quickly across the street.

Some Things To Do

1. Have members of the school safety patrol tell the class about their duties and discuss what the children can do to help.

2. As a part of the art program, make pedestrian safety posters. Select the best ones for display on the school bulletin board or in a store window.
3. Have members of the class make pedestrian safety slides. Have them prepare talks about their slides for presentation before another class or at an assembly program.
4. Invite a traffic officer to talk to the children on pedestrian safety.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Am I A Safe Walker?

Draw rings around the correct answers.

1. If the traffic light turns yellow as I step from the curb to cross the street, I should:
   a. walk quickly across the street
   b. stay in the street where I am until the light turns green
   c. step back on to the curb

2. If my ball rolls into the street I should:
   a. run after it
   b. look all ways for cars before walking into the street to get it
   c. look all ways for cars before running after it

3. If I am walking on a road where there is no sidewalk, I should:
   a. walk on the left side facing traffic
   b. walk on the right side
   c. walk on whichever side I happen to be

4. If I want to cross the street to go to a store which is in the middle of the block, I should:
   a. look all ways for cars before crossing in the middle of the block
   b. go to the corner and cross on the crosswalk after looking all ways for cars
   c. cross wherever I please after looking all ways for cars

5. If I see a young child playing in the street I should:
   a. tell an adult
   b. make him get out of the street
   c. tend to my own business

6. If I am getting out of a car I should:
   a. get out on the street side
   b. get out on whichever side is most convenient
   c. get out on the curb side

7. If I come to a driveway, I:
   a. hurry across it
   b. look to see if a car is backing out before crossing it
   c. pay no attention to it

8. If I am walking on a sidewalk with other pedestrians I should:
   a. keep to the right
   b. keep to the left
   c. walk on either side

9. If there are parked cars near the corner where I wish to cross the street, I should:
   a. walk slowly across the street
   b. be especially careful to look all ways for moving cars before I step beyond the parked cars
   c. run across the street

10. If I am carrying an open umbrella I should:
    a. carry it high enough so I can see
    b. carry it low to keep as dry as possible
    c. carry it with both hands

11. When I stop using my roller skates, I should:
    a. leave them at one side of the walk
    b. warn others about them
    c. pick them up and put them away

Answers: p. 1: 1, 3, 4, 5, 6, 7, 9, 12; p. 2: 1.c, 2.b, 3.a, 4.b, 5.a, 6.c, 7.b, 8.a, 9.b, 10.a, 11.c.

SEPTEMBER
1954

Junior High School

Safety

LESSON UNIT

Sketch S-0192A

Do You Know the Startling Truth?

Directions: See if you can complete the statements below.

1. In 1953 approximately _____ people were killed in accidents.

2. In 1953 approximately _____ people were injured in accidents.

3. The total cost of all accidents in 1953 amounted to _____ dollars.

4. The four major types of accidents in 1953 were: falls, motor-vehicle, fire, and drowning. Of these _____ had the most fatalities.

Now check your answers below.

Answers: 1—95,000; 2—9,600,000; 3—$9,100,000,000; 4—motor vehicle.

Make Comparisons

1. Only three states out of the 48 have populations greater than the number of people injured in accidents in 1953. Those states are _____, _____, and _____.

2. How does the number of people killed in accidents in 1953 compare with the populations of several large cities close to your community? Select three and make comparisons.

3. If the President's salary remains what it is, the total cost of accidents in 1953 is enough to pay presidential salaries for the next _____ years.

4. The total cost of accidents in 1953 is enough to pay the salaries of *all* U.S. senators for the next _____ years. (Use salaries as of Jan. 1954.)

Answers: 1—New York, California, and Pennsylvania; 2—depends on your location; 3—91,000; 4—7,580.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

THE TIMETABLE OF DEATH

Did the foregoing figures startle you? Here is another shocker. Using the same figures, the accident picture can be presented as follows.

Class of Accident	One Every:
All Accidents	
Deaths	5 min.
Injuries	3 sec.
Motor Vehicle	
Deaths	14 min.
Injuries	23 sec.
Occupational	
Deaths	35 min.
Injuries	16 sec.
Workers, Off-jobs	
Deaths	15 min.
Injuries	12 sec.
Home	
Deaths	18 min.
Injuries	8 sec.
Public Non-Motor Vehicle	
Deaths	31 min.
Injuries	15 sec.

Why? Why? Why?

Why is it that in a nation that has one of the best educational systems in the world we have so many preventable deaths and injuries? Is it because we don't think? Is it because we fail to use the fine safety devices that scientific research has produced? Is it because we don't attempt to put our learning into practice? What can you, as a class, do to help solve this problem?

Plan An Assembly Program

An integral part of any educational program includes citizenship training. A good citizen is one who helps others as well as himself. Part of your citizenship training, then, is to help others. Here is a plan for an assembly program to help your entire student body become safety conscious.

First of all, make nine large posters approximately 4 ft. by 5 ft., similar to the example below:

SEPTEMBER
General Accidents in 1953
No. Killed: 95,000
No. Injured: 9,600,000

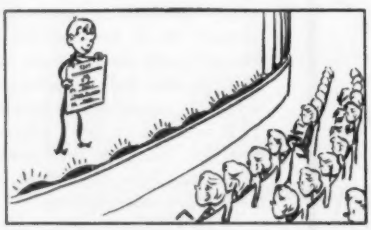
(Your) School Record
No. Killed _____
No. Injured _____

Each poster will represent a different accident area. In order to develop an accident calendar, let the months be represented as shown below. The statistics for the year 1953 are also shown.

		No. Killed	*No. Injured*
Sept.	Gen. Accidents	95,000	9,600,000
Oct.	Fire	6,600	not known
Nov.	Firearms	2,450	not known
Dec.	Home	28,000	4,200,000
Jan.	Motor Vehicle	38,300	1,350,000
Feb.	Motor Vehicle-Pedestrian	8,600	165,000
March	Work	15,000	2,000,000
April	Poisons	1,450	not known
May	Drowning	6,800	not known

A simple yet graphic design on each poster might help. For example, for the month of May a poster might look like the one at right above.

After all nine posters have been prepared, put a string through the upper part of the poster with enough slack to put around the shoulders of a student, as shown below.



Write the Script

Now, write the lines you think would most effectively aid your fellow students

MAY

DROWNINGS IN 1953

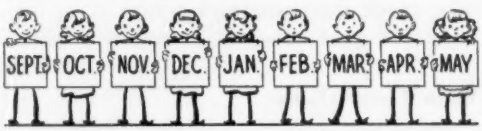
No. 6,800

(YOUR) School Record

No. _____

to become safety conscious. For example, "September" might begin, "I am September. I represent general accidents. I was very successful last year; I got *(No. killed)* and almost got *(No. injured)*. I'm looking forward to another successful period this year. Let me introduce the members of my undefeated team. October, come out here."

October comes out and stands beside September and begins his (similar talk). And so on, until all months are standing across the stage as shown below.



Make Comparison

Impress your audience with the seriousness of the accident problem by comparing the *total* number of injuries and deaths to the population of nearby cities. City populations can be found in the almanacs. Again, a poster with the name of a nearby city can come forward and say, "I am _____ city. If all of last year's fatal accidents had happened to me, I would have no one left." Or, "I would have only _____ people left" . . . as the case may be.

Follow-up

Near the end of the program, inform your audience that the posters will be kept up to date for your school. Just before Christmas vacation, and again in May, repeat the program with the figures filled in for the current school year each time. Change your script to suit the new skit.

SEPTEMBER 1954

S-0192A

Senior High School

Safety LESSON UNIT

The General Accident Problem

Is Time Running Out?

(Before you read this, look at the clock and jot down the exact time here _____.)

Look around you. Are there any students missing who were in school last year? Did the accident spectre take his toll in your school? Look around you again. How many of your fellow students will be missing before the year is over? How many will be injured? It's a somber thought, isn't it? Yet, unless we begin to think about safety rules and actually use them, the accident spectre will take his toll.

How Much Do You Know Now?

Before you begin to acquire new information, it is well to review in order to find out what you already know. Listed here are some short tests on various phases of the accident problem. During the succeeding months you will work on units that will deal more specifically with each problem. But as a starter, find out what you know, in general, about the accident problem.

Fire

Underline the correct answer.

1. The most frequent single cause of building fires is (smoking and matches) (lightning) (rubbish).
2. In 1952 the number of building fires totaled (320,000) (700,000) (930,000).
3. The total financial loss due to building fires in 1952 was ($1,600,000) ($10,920,000) ($793,500,000).
4. Most of these fires occurred in (homes) (hotels) (barns).
5. The age group with the largest fire death total is (0-4) (15-24) (65 and over).

Firearms

1. Every year approximately (1,000) (8,500) (2,450) people are killed by firearms.
2. Nearly one-third of the deaths are the result of firearm accidents (in the home) (in the woods) (on the target range).
3. The age group with the largest firearms death rate is (0-4) (15-24) (45-64).

Home

1. In 1953 (29,000) (10,000) (58,600) were killed in home accidents.
2. In 1953 (900,500) (1,200,000) (4,300,000) were injured in home accidents.
3. Most home accident deaths came as a result of (falls) (fire) (poisons).

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Pedestrian

1. In 1953 (8,500) (3,900) (15,000) pedestrians were killed by motor vehicles.

2. The period with the largest pedestrian death total was (4:00 A.M. to 7:59 A.M.) (12:00 Noon to 3:59 P.M.) (4:00 P.M. to 7:59 P.M.).

3. The months with the largest pedestrian death total were (Aug.-Sept.-Oct.) (Nov.-Dec.-Jan.) (April-May-June).

4. The pedestrian action resulting in the largest death total was (crossing between intersections) (crossing against signal) (walking in roadway).

Driving

1. The total number of motor-vehicle accident deaths in 1953 was (15,000) (20,000) (38,300).

2. Approximately (300,000) (1,350,000) (4,000,000) people were injured in motor vehicle accidents in 1953.

3. Of the total number of people killed in motor vehicle accidents, your age group—15 to 24 years—constituted approximately (21%) (10%) (60%) of the total.

Drowning

1. Approximately (1500) (4800) (6800) persons were drowned in 1953.

2. Of the total drowned, about (20%) (35%) (50%) were persons swimming or playing in the water.

3. The age group of (0-4) (15-25) (25-44) had the highest rate of drowning fatalities.

Stop and Think

Look at the clock again, and jot down the time here _____.

How many minutes and seconds did it take you to read and work up to the second stopping point? Jot it here _____.

Now look at the table at right, above.

Answers: Five: smoking and matches; 700,000; $793-500,000; homes; 65 and over. Firearms: 2,450; in the home; 15-24. Homes: 28,000; 4,200,000; fall. Pedestrian; 8,500; 4:00 P.M. to 7:59 P.M.; Nov.-Dec.-Jan.; crossing between intersections. Driving: 38,300; 1,350,000; 21%. Drowning: 6,800; 50%; 15-24.

It's Happening Right Now

Class of Accidents		One Every
All Accidents	Deaths	5 minutes
	Injuries	3 seconds
Motor Vehicle	Deaths	14 minutes
	Injuries	23 seconds
Occupational	Deaths	35 minutes
	Injuries	16 seconds
Workers, Off-Jobs	Deaths	15 minutes
	Injuries	12 seconds
Home	Deaths	18 minutes
	Injuries	8 seconds
Public, Non-Motor Vehicle	Deaths	31 minutes
	Injuries	15 seconds

Using the elapsed time you jotted down at left, complete the following statements.

1. A total of _____ persons were killed in all accidents in the past _____ minutes and _____ seconds.

2. A total of _____ persons were injured in all accidents in the past _____ minutes and _____ seconds.

3. _____ were killed and _____ were injured in motor vehicle accidents.

4. _____ were killed and _____ were injured in home accidents.

What Can You Do About It?

Divide your class into six groups. Each group should select one of the following topics and find evidence of safety violations in your school and community.

1. Fire
2. Firearms
3. Home Safety
4. Pedestrian
5. Driving
6. Drowning

Each group should report to the class evidences of safety violations *and* propose recommendations to eliminate the hazards.

Follow Through!

While all students should be aware of *all* safety rules, each of the preceding committees should assume responsibility for being an "expert" on its chosen topic. Set up a filing system for the latest research on each topic. Each committee should plan ways to make the student body safety-conscious throughout the year.

Dress For Safety With
Graubard's
Nationally Known Safety Patrol Equipment

"THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well.

Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

PRODUCTS AVAILABLE INCLUDE:

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RUBBER LEGGINGS	ARM BANDS	PENNANTS	TRAFFICONES

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

BULL

During the past few years, 12 communities in western Massachusetts have appointed police safety officers. An important phase of their work is to intensify child pedestrian and bicycle safety programs in the local schools. Recently the officers organized as the Police Safety Officers Section of the Western Massachusetts Safety Council, proceeded to cooperate with schools in the development of new and interesting safety training aids.

First such aid in operation is the "Safety Quiz Board" shown here. Pictured questions are ranged on one side of the board, answers (in another order) on the other. A metal clamp is placed below a question, the child taking the quiz then locates the answer with another clamp. If his answer is correct, a simple electrical connection lights the center bulb. Sgt. J. Albert Murphy, safety officer of the Springfield police department, here demonstrates the board for (on the left) Officer Edward Craven, East Longmeadow, and Herbert Farr, chairman, East Longmeadow safety committee.

B & O award . . .

The Baltimore and Ohio Railroad has received a National Safety Council award for public safety activities. The B&O's award was based on a comprehensive program designed to reduce accidents not only among railroad personnel but also among the public at large. Two of the prize winning features of the road's continuing campaign are of special interest to schools:

▸ The first: a program designed to assist teachers in educating pupils to be safe auto drivers . . . this program being carried out in the 13 states served by the road.

▸ The second: a program designed to curb juvenile trespassing on railroad property. Part of this project has included showing specially-made safety films in 2,774 schools before over one million children. A half-million safety booklets and 30,000 safety buttons were distributed at these showings.

from New Jersey to new Japan . . .

Early last spring the students of Battin High School in Elizabeth, New Jersey, wrote for copies of SAFETY EDUCATION. The English classes of the school were then surveying various school publications, completing critical reviews of them. The reviews would appear with an exhibit at the school in May.

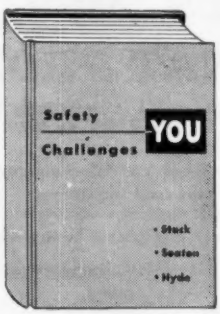
The survey sheet on this magazine, as seen by visiting members of the local board of education and members of the school faculty attending the exhibit, was later sent to our offices. We are proud to report that these high school students rated SAFETY EDUCATION excellent in appearance, varied and attractive in make-up, highly readable as to typography. They recom-

A Vital Safety Text

An all new text for Grades 7-8-9 by the authors of "Safety in the World of Today."

SAFETY CHALLENGES YOU

Herbert J. Stack Director, Center for Safety, NYU
Don Cash Seaton Director, Physical Education, U. of Ky.
Florence S. Hyde Author of many safety books



A practical, dynamic program based upon the three fundamentals —Skills, Attitudes, and Knowledge — essential to safe living. Six well-organized units insure successful learning and daily applications in everyday situations. With graphs, drawings, photos.

Write for detailed descriptive folder.

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PATROLS, POSTERS, APPLAUSE

Pictured here are two of six "Stop and Go" safety posters developed by the J. C. Penney Co. in cooperation with N.S.C. Now being distributed free to schools through Penney stores, the six posters develop traffic safety themes for elementary school youngsters, covering pedestrian, weather, bus, bicycle and play safety.

J. C. Penney has used the same "stop and go" theme for a recently produced film. Reviewed in this issue of Safety Education, the film will be available to schools after mid-September. Write your request to the nearest branch address of Association Films at: Broad and Elm, Ridgefield, N. J.; 79 East Adams Street, Chicago; 351 Turk Street, San Francisco; or 1108 Jackson Street, Dallas.

Gladys Olson Dies

Gladys T. Olson, the Council's consultant in home economics from May 1943 to July 1945, died on July 24 in the local hospital of her home town of Spencer, Iowa. She had been ill for more than two years. Widely known and highly respected, Gladys will be sorely missed by personal friends and professional associates alike.

mended the magazine's content for teachers, stated they had found some features highly interesting to themselves.

At about the same time the Fukuoka—Ken board of education in Japan sent a copy of their "Bulletin for Preservation of School Health in Fukuoka Prefecture" to our office. Said Hajime Uemura, M.D., chief of the health division of that board, in his covering letter: . . . "your publication gives us many good suggestions on school health."

safety engineer for college staff . . .

Ruth E. Boynton, M.D., director of the student's health service at the university of Minnesota, reports authorization to employ a safety engineer on the health service staff. Consequence will be an expanded general safety program for students and staff members.

debris can be dangerous . . .

A unit of instruction in driver education courses for San Francisco public high schools focuses attention of youngsters on the importance of keeping roadsides clean.

Prepared by Joseph M. Galvin, director of driver education-accident prevention in that city, the unit has seven objectives . . . including fostering appreciation for the beautiful and imparting the idea that it is the civic responsibility of everyone to keep roadsides free of rubbish. One of the objectives, as stated, is particularly important to safety:

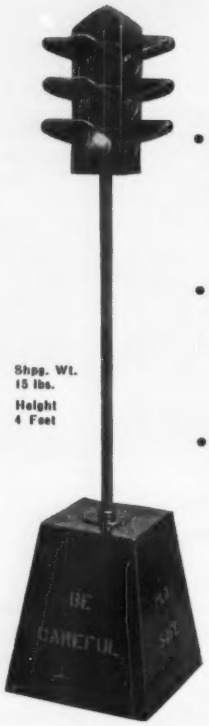
▸ To enable students to learn the danger of traffic accidents when glass and tin containers are scattered by motorists, and the damage to farm and road maintenance machines operating on highway rights of way or farms adjoining the highway.

German school patrol program pays off . . .

The German federal safety organization, the *Bundesverkehrswacht,* reports a substantial reduction in traffic deaths and injuries to children under 14 years since the inauguration of the school safety patrol program early in 1953.

MAKE SAFETY TEACHING EASIER with the NEW

TRAFFIC LIGHT INSTRUCTOR



Shpg. Wt. 15 lbs.
Height 4 Feet

- Duplicates actual stop-and-go lighting cycles.
- Brings safety lessons to life for more effective instruction.
- Has sturdy, yet light-in-weight construction for easy handling and long service life.

MODEL 12GA
$39.00
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Cleveland, Ohio

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. *Just 4 feet high,* the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Place your order NOW!

Full details available on request.
Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

SCHOOL SAFETY LIGHT CORP.
1431 St. Clair Ave. • Cleveland 14, Ohio

Edison Park Lutheran Church, Chicago, Ill., has a "safety first"—a Sunday School safety patrol. Patrol boys Neil Vetter (left) and Ronald Hoffman stand ready to help small fry cross the busy intersection in safety, both before and after services.

Fatal injuries last year were 11.4 per cent under those for 1952. Although the percentage of decrease was about the same for urban and rural highways, the rural roads continued to claim the higher death toll.

Ohio safety conference this month . . .

The 16th Annual Ohio State Safety Conference will be held in Cleveland in a few weeks. The dates: September 14, 15, and 16. The place: the Hotel Carter.

Iowa teen-agers meet . . .

The first official Iowa Teen-Age Traffic Safety Conference was held at the state house in Des Moines last spring. Called by Governor William Beardsley and conducted under the auspices of the State Official Traffic Safety Committee, the conference was intended to stimulate safety programs *by* teen-agers *for* teen-agers. Out of the conference came recommendations from six groups of young people . . . with the suggestions ranging all the way from "parents should set a good example" to a resolution that teen-agers do not condone the practice of driving while under the influence of alcoholic beverages. But from every study group that day came one (almost) identical suggestion . . . for formation and promotion of teen-age driving and/or safety clubs throughout the state.

college courses announced . . .

▸ *New York University Center for Safety Education:* Three fellowships in the field of traffic safety have been established at the Center through a grant from the Esso Safety Foundation. Each of the $2000 fellowships provides

Hundreds of elementary and high school teachers visited Pittsburgh area plants recently in the first Business-Industry-Education Day sponsored by that city's chamber of commerce. This group is inspecting a dust sampling instrument at the Mine Safety Appliances Company.

for a year's study and research in traffic safety at NYU.

Graduate and undergraduate students living in any of the 18 eastern and Atlantic seaboard states or the District of Columbia . . . areas where Esso Standard Oil operates . . . are eligible for the fellowships.

▸ *New York University Center for Safety Education:* The fall term evening program opens September 28. Courses in industrial and traffic accident prevention offered include:

Accident prevention; The philosophy and basic principles of accident prevention; Industrial hazards; Fire prevention and protection inspection; Organization of fleet safety programs; Vision in industrial safety and motor vehicle operations; Effective speaking in accident prevention; Principles of safety inspection. Special courses are also offered in marine, hospital and hotel accident prevention and in accident prevention for small firms.

According to the Center, the present curriculum makes it possible for students enrolled for a full program of 11 courses to fulfill requirements for a certificate in industrial or traffic safety. Information about courses may be had by writing to the Center at New York University, Washington Square, New York.

▸ *North, east, south, and midwest:* Two weeks of college-level training for driver improvement personnel will be offered this fall at four universities by the American Association of Motor Vehicle Administrators.

The courses in "Post Licensing Control and Driver Improvement" are open to driver licensing administrators, supervisory personnel, hearing and reviewing officers, and other personnel who deal with problem drivers. They will be held at the University of California, San Francisco; at Northeastern University, Boston, Mass.; at the University of Alabama, Tuscaloosa, Ala.; and at Northwestern University, Evanston, Ill. The courses are financed under a grant of funds from the Farmers Insurance Group Safety Foundation, Los Angeles, California.

▸ *State University of New York College for Teachers at Albany:* The teacher preparation program designed to improve driver education courses in New York state high schools has been extended substantial support through a grant-in-aid of $5000 from the Allstate Foundation of Chicago.

The grant will enable the department of safety and health of the College to expand its driver education program, thereby prepare a greater number of prospective or continuing teachers to meet the demand for increased and improved driver education. A substantial part of the funds will be used to establish scholarships primarily for New York State teachers who qualify for admission to the basic instructor's course or who wish to continue their professional study of driver education in the advanced instructor's course.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¼" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen .. .. $5.00 Lots of 50.....28c each
Lots of 25 .....30c each Lots of 100.....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$6.00 Less than dozen.....$1.00 each

Write for our Safety Patrol Circular

OUR RECORD 54 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **School Patrol Equipment:** Circular featuring uniform equipment—badges, Sam Browne belts, caps, raincoats, and other items of uniform equipment. Graubards.

2. **Portable Parking Board:** Literature describes a parking board designed for teaching the exacting operations necessary to the control of an automobile and the various steps or sequences of parking an automobile. Bond Safety Projects.

3. **Hallway Bulletin Boards:** Circular features Dav-Son cork-back bulletin boards with or without glass fronts. Gummed paper letters and figures for use on bulletin boards are described together with specifications of various size boards. A. C. Davenport & Son, Inc.

4. **Teaching Traffic Safety:** Brochure with illustrations describes a demonstration board designed for driver and safety classes. Magnetized to utilize the board in a vertical position. Magno-Saf-T-Board.

5. **"Iron Cop."** Literature describes for school crossings a life-like policeman silhouette in an official blue uniform, with an 18"x24" sign with appropriate legend, and mounted on a 1" iron pipe and heavy iron base. Eastern Metal of Elmira, Inc.

6. **Portable Hot Food Liquid Carrier:** Providing a means by which hot foods, soups, and beverages can be prepared in a central location under one supervision and distributed hot, miles from the kitchens is described in a four-page pamphlet. Vacuum Can Co.

7. **Safety Awards:** Information on badges and pins to be given to students as safety awards. Awards come in medal and pin style. William Jewelry Co.

SAFETY EDUCATION SEPTEMBER, 1954

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

Name.....

Title.....

School.....

Address.....

City.....

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Patented U.S. & Canada
Removable Cadmium plated spring wire frame.
BLUE DENIM—$2.00 EACH
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29"x40"—PLUS POSTAGE
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Lock Haven looks to bicycle safety . . .

Just before school closed in Lock Haven, Pa., local educators took action to insure summer bike safety. For one week Pvt. James Summerson of the Pa. State Police, assigned to special duty as a safety consultant to schools in the area, met with the pupils of grades three to six. Planting a miniature portable electric traffic light on a painted intersection, he put the pupils through their paces, tested their knowledge of traffic and pedestrian safety, plus correct use of bicycles in traffic.

Said Robert H. Emery, principal of the Lincoln School and chairman of the intermediate grade committee on safety; "We believe that the best result of this type of police-school cooperation was that pupils had impressed on their minds by a uniformed officer the many safety facts taught in the classroom. Pupil participation in correct safety measures on the make-believe intersection resulted in correcting many misconceived ideas in the pupil's minds."

FOR TEACHING THE

Here are two aids that will simplify the job of teaching the A B C's of safety—Lesson Units and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.

LESSON UNITS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Lesson Units for Junior and Senior High also include safety projects for correlation with various courses.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea.....	$ .48	$ .16	$ .12	$ .096
Single issues, ea.....	.06	.02	.015	.012

POSTERS . . . While the Lesson Units are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea... ..	$ .70	$ .40	$ .37	$ .26
Single issues, ea.....	.09	.05	.046	.034

'S OF SAFETY

NATIONAL SAFETY COUNCIL

425 N. MICHIGAN AVE.
CHICAGO 11, ILLINOIS

"then the dragon came..."

Nobody tells a story like Daddy. The everyday world fades away as his words lead you into a new and shining land.

And what if the Dragon is a bit scary? You need only climb into Daddy's arms to be safe and secure again before it's time to sleep.

To make those we love safe and secure is the very core of homemaking. It is a privilege known only in a country such as ours, where men and women are free to work for it.

And taking care of our own is also the way we best take care of our country. For the strength of America is simply the strength of one secure home touching that of another.

Saving for security is easy! Here's a savings system that really works—the Payroll Savings Plan for investing in United States Savings Bonds.

This is all you do. Go to your company's pay office, choose the amount you want to save—a couple of dollars a payday, or as much as you wish. That money will be set aside for you before you even draw your pay. And automatically invested in United States Series "E" Savings Bonds which are turned over to you.

If you can save only $3.75 a week on the Plan, in 9 years and 8 months you will have $2,137.30.

U. S. Series "E" Savings Bonds earn interest at an average of 3% per year, compounded semiannually, when held to maturity! And they can go on earning interest for as long as 19 years and 8 months if you wish, giving you back 80% more than you put in!

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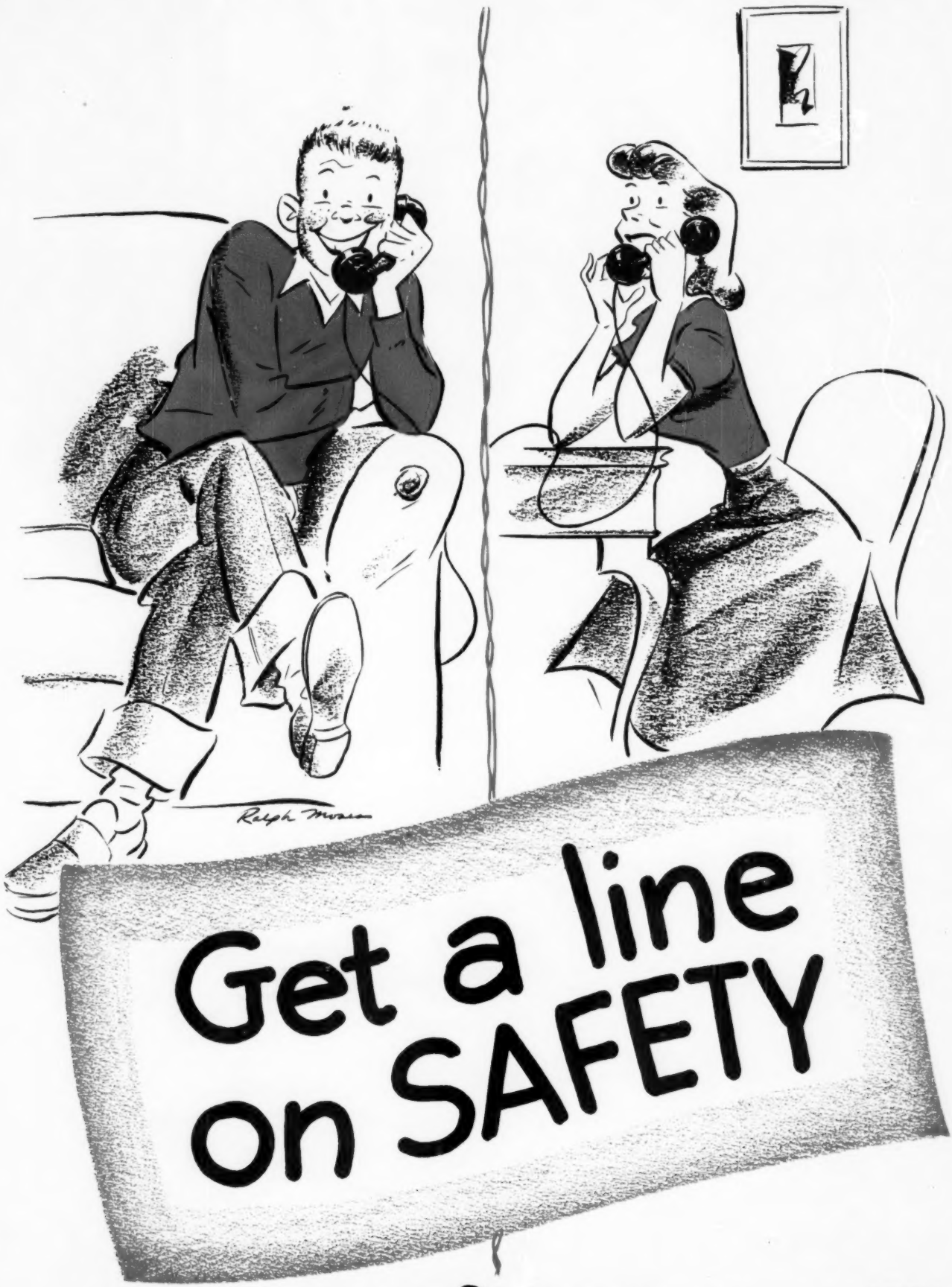

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